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ABSTRACT

This manual outlines a coding system for the categorization of social action performed in talking, in the context of mother-infant interaction. The system, constructed for investigating the acquisition of language for social-communicative purposes, codes talk on two levels: the single utterance, and the interchange. Both kinds of units are defined functionally as well as grammatically, and in both cases the analysis is communicative rather than strictly functional. In the utterance, the analysis codes for the intended illocutionary act; in the interchange, it codes for the speaker's overt framing (i.e., defining) of the immediate social situation. The manual is divided into 11 sections as follows: (1) an introduction explaining the notion of framing and the interactive functions of talk interchanges; (2) types of verbal interchange; (3) speech act codes, categories, and definitions; (4) coding rules for classifying types of verbal interchange; (5) coding rules for classifying verbal moves and acts within types of verbal interchange; (6) coding guidelines for book-reading; (7) transcription rules; (8) a method of dividing the corpus into codable units; (9) general coding and indexing rules relating to the format of the computer file; (10) a glossary and index of interchange codes; and (11) a glossary and index of verbal act codes. (MSE)

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2. A Manual For Classifying Verbal Communicative Acts in Mother-Infant Interaction

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PART 1. Introduction to the coding system

The following is a coding system for the categorization of social action performed in talking, in the context of mother-infant interaction. The system was constructed in order to investigate the acquisition of language for social-communicative purposes.

This system codes talk on two levels: that of the single utterance and that of the interchange, the latter consisting of several related utterances of one or of both participants. Both kinds of units are defined functionally as well as grammatically: the codable utterance is either a clause or a sentence by which a speaker performs a single social act, whereas the interchange is one or more rounds of talk, all of which serves a unitary interactive function. The system, then, in actuality consists of two subsystems, each of which codes for a different type of social action.

In both cases, the analysis is communicative rather than strictly functional. On the level of the utterance, what is coded for is the intended illocutionary act. On the level of the interchange, what is coded for is speaker's overt framing (i.e. defining) of the immediate social situation. As will be made clearer in the following, framing might be overt without being explicit.

Since the notion of illocutionary acts is familiar from the writings of Searle and others, the bulk of the Introduction will be devoted to an explication of the notion of framing and of the interactive functions of talk interchanges.

The function of talk in framing the immediate social situation

The following analysis is based on the writings of Erving Goffman and Ragnar Rommetveit.

People constantly define for themselves what is happening in their social world. In an interactive situation, they also aim to achieve an interpersonal agreement on what is the participants' mutual social situation. Talk is a powerful determinant of how the situation is framed, both because what is said has a direct impact on what is happening, and because talk is a major means by which interpersonal agreement is sought and achieved.

Social situations, and the immediate social situation in particular, are states in which two or more persons find themselves at a given moment. The social situation can be defined at varing levels of generality. At its most general level, participants are either in each other's presence, separated, or are in some transition between these two states. When they are in co-presence, there is a possibility of mutual monitoring and a potential for focussed interaction. Focussed interaction occurs when the participants attend to the same perceptual or mental focus. They might interact around a joint focus of perceptual attention, they might carry on a conversation on a jointly contemplated topic, or else they might achieve intersubjectivity by carrying out a joint activity. Each of these types of focussed interaction (or encounter) is further articulated into smaller structural units and their boundaries. In addition, breakdowns of frame might occur when one of the participants discontinues the expected flow of events.

The immediate social situation can, thus, be viewed as a hierarchical organization of states and events of varying levels of generality. The following is a list of these states or events, from the general to the specific:

* co-presence/ separation/ transitions between them
* focussed interaction/ unfocussed co-presence
* types of focussed interaction: joint attention/ conversation/ joint action
* beginning/ middle/ discontinuity/ end of focussed interaction
* self-contained units of focussed interaction and their boundaries
* acts/ their boundaries/ between-act breathing spaces
* other elements of immediate social situation: roles, turns, moves

At a given moment, participants frame the current social situation on several parallel levels simultaneously. For instance, when participant A answers a question of participant B, both know that they are in the middle of a conversation on a specific topic, and that they are in each other's presence. Although these pieces of shared definition of the situation are rarely if ever the explicit arguments of talk, they are crucially important in making sense of the participants' talk and other behavior. We might say that this knowledge forms the presuppositional background of B's answer, whereas the preceding question is one of its direct arguments.

In general, the immediate social situation is either sustained or else changed (i.e. entered, exited, or reentered) by any kind of action or inaction of the participants. The performance of a frame-inappropriate action (or inaction) brings about a change in the immediate social situation.

Talk might function like any other kind of action, i.e. can effect the immediate social situation by virtue of its being or not being frame-appropriate. But talk can also be used meta-interactively, that is, as an explicit device for defining the current social situation or for achieving an agreement about its past and future. The first part of this coding system codes for the ways in which talk frames the immediate social situation, and for the frames or definitions of the situation which are thereby established.

In talking, speakers operate on states and events of the immediate social situation in various different ways. They

* negotiate the occurence and characteristics of future states and events.
* mark the occurence of some event.
* establish and sustain a state of conversation.
* perform verbal moves of rule-bound activities.
* evaluate past, ongoing and future action of the participants.

Speakers might also operate on previous communications or texts: they might

* acknowledge the reception of previous communicative messages.
* metacommunicate about unsuccessful communication.
* text-edit previous talk.

<u>Negotiations</u> consist of directives to hearer to bring about some future state of affairs, of commitments by which speaker undertakes to bring about some state of affairs, and of declarations that some state obtains.

<u>Markings</u> signal or acknowledge the occurrence of an event. Markings are contingent on the occurrence of the event but do not indicate it since the event is not represented verbally by the utterance.

<u>Discussions</u> consist of the exchange of information on various topics.

Performances of verbal moves in games and other rule-bound activities count as meaningful units within the framework of those games. The meaning of such utterances is describable only in reference to the relevant non-linguistic game and its rules.

Evaluations express speaker's value-judgment of some state of affairs rather than represent that state of affairs.

Acknowledgements of the reception of past communications signal that present speaker was paying attention to the verbal or nonverbal message addressed to him in the previous move.

Metacommunications consist of demands for clarification or confirmation of the meaning of hearer's past communications, or else of various statements about them.

Text-editing consists of imitations, completions, corrections or paraphrases of previous utterances. When text-editing is of someone else's utterances, present speaker does not take responsibility for the meaning of the utterance manipulated.

Differentiation among interchanges according to their contextual arguments

The present coding system distinguishes among talk interchanges not only by the kind of operation they operate on social interaction but also according to the states and events they operate on.

Negotiations are distinguished according to the state or event that is being decided on. Choices about the future of the interaction are made on various levels, from the most general decision whether the interactans will remain in each other's presence, to minute details of an ongoing activity, e.g., who is to perform the next move. The following is a list of the choices dealt with in different kinds of negotations:

* Whether to remain separated or to get together (CFA)
* Whether to remain in co-presence or to leave (LTT, -LTT)
* Whether H will pay attention to S, will approach S (CAL)
* Whether speaker will withdraw from interaction (WFI)
* Whether participants will jointly attend to something (DHA)
* Whether to engage in a joint activity, and which one (IOQ, IPA, IPR, IPM)
* Whether not to engage in a new activity (-IPA)
* Whether to start an agreed-on activity (ICS)
* Whether to continue an activity (RCN)
* Whether to repeat a unit of activity (RRP)
* Whether to repeat unit of activity with role changes (RRC)
* Whether to switch the focus of activity (RNF)
* Whether to end a sub-unit of activity (AEU)
* Whether to end an activity (AEA)
* Whether activity will be a turn-taking one (RTT)
* Who will perform which role in the activity (ARH, ARS)
* Who will take the next turn of activity (OTH, DTS, OTT)
* Who will perform the next move of activity (AMH, AMS)
* What act will H or S perform next and how (RHA,RSA)
* Whether H will help S to perform an act (AFH)
* Whether S will help H perform an act (OHH)
* Whether H will desist from performing an act (-RHA)
* Whether H will pause in his action (MHP)
* Whether a recursive act will be repeated (MOR)
* Whether joint attention or action will be resumed (RBR)

Some of these choices are further differentiated according to the participant involved, the specificity of the suggestion and so forth. The coder is referred to the category definitions in Part 2.

Markings are differentiated according to the event which is acknowledged:

* Meeting (GMO)
* Returning (MCP)
* Parting (GPO)
* Going to sleep (GNO)
* H having performed a service for S (MTK)
* H being about to eat or eating (MPG)
* H having sneezed or burped (MPS)
* S having hurt H (MAZ)
* Effort is exerted in an act (MEE)
* Swallowing of food (MEB)
* Fall of object (MEF)
* H having fallen or stumbled (MEH)
* H being in distress (CMO)
* Completion of an action (MCA)

Evaluations are distinguished according to whose action is being evaluated:

* Hearer's (EHP)
* Speaker's (ESP)

Conversations are distinguished according to the immediateness of their topic:

* Topic is the focus of joint attention (DJF)
* Topic is a recent event (DRE)
* Topic is the non-present or the non-observable (DNP)
* Topic is S's or H's inner feelings and states (DSS,DHS)
* Topic is the possession of objects (PSS)

Performances of verbal moves in games are differentated according to the specific game which is played. For example:

* PR1 Swinging game.
* PR2 Peek-a boo.
* PR3 Jumping game.
* PR4 Telephone talk.

Acknowlegements of the receipt of past communications are considered expressions of attentiveness and are not distinguished further according to the kind of communication which is acknowledged (AC-SAT).

Metacommunication is distinguished according to the kind of communicative move which is clarified:

* Verbal communication (DCC)
* Nonverbal communication; action (DCA)

Text-editing can occur in any kind of talk, irrespective of its interactive arguments, and is coded as part of that talk. Distinctions among different kinds of text-editing (e.g. correction or repetition) are coded on the level of the utterance (CR, RT).

PART 2. Types of verbal interchange: Codes, categories and definitions.

The different types of verbal interchange are presented in larger families which consist of interchanges having a similar function in the interactive situation.

1. Management of the transition between separation and co-presence.

General function: to manage the transition.

GMO GREETING ON MEETING

Function: to mark entering into co-presence.

CFA CALLING HEARER FROM AFAR

Function: to get hearer into speaker's presence; to interact with hearer when not in co-presence with speaker.

MCP MARKING CO-PRESENCE

Function: to mark co-presence of speaker and hearer after a separation.

2. Management of the transition between co-presence and separation.

General function: to manage the transition.

GPO GREETING ON PARTING

Function: to mark approaching separation.

GNO WISHING GOOD NIGHT

Function: to mark approaching separation due to going to sleep.

LTT TEMPORARY LEAVE-TAKING

Function: to negotiate an intention to leave hearer for a short while; to prepare hearer for leaving him; to take leave.

-LTT PREVENTING LEAVE-TAKING

Function: to stop or prevent hearer's leaving.

3. Initiating focussed interaction: establishing mutual attentiveness and proximity.

General function: to establish mutual attentiveness and proximity.

CAL CALLING HEARER

Function: to demand attentiveness from hearer; to direct hearer's attention to speaker; to get hearer to approach speaker in order to make interaction possible.

SAT SHOWING ATTENTIVENESS

Function: to demonstrate that speaker is paying attention to hearer.

4. Re-establishing focussed interaction after a break.

General function: to re-establish focussed interaction after a break.

RBR REPAIRING BREAK IN JOINT ATTENTION

Function: to redirect hearer's attention to negotiation, conversation, act in progress.

ICS INITIATING A NEW ACTIVITY: REQUEST TO "COME AND START"

Function: to redirect hearer's attention to the performance of a new activity after it had been agreed that activity will be performed but hearer has become inattentive.

note: this category appears also in the family of interchanges dealing with initiation of a new activity.

RCN RENEWAL: PROPOSING CONTINUATION

Function: to redirect hearer's attention to the performance of an ongoing activity after a break in the activity, e.g., due to hearer's inattentiveness.

note: this category appears also in the family of interchanges dealing with renewal of activities.

5. Withdrawing from interaction.

WFI WITHDRAWING FROM INTERACTION

Function: to inform hearer that speaker is about to withdraw from interaction although he will remain in hearer's presence.

6. Management of joint attention.

General function: to set up and maintain a state of joint attention.

DHA DIRECTING HEARER'S ATTENTION TO OBJECTS AND PERSONS

Function: to achieve joint focus of attention by directing hearer's attention to objects, persons and events in the environment.

DJF DISCUSSING A JOINT FOCUS OF ATTENTION

Function: to hold a conversation on-something observable in the environment that both participants attend to, e.g., objects; persons; ongoing actions of hearer and speaker; ongoing events.

DRE DISCUSSING A RECENT EVENT

Function: to hold a conversation on immediately past actions and events.

7. Holding conversations on topics other than under joint focus of attention.

General function: to hold a conversation.

DNP DISCUSSING THE NON-PRESENT

Function: to hold a conversation about topics which are not observable in the environment, e.g., past and future events and actions, distant objects and persons, abstract matters. (Excluding conversations about hearer's and speaker's inner states.)

DHS DISCUSSING HEARER'S NON-OBSERVABLE THOUGHTS AND FEELINGS

Function: to hold a conversation on hearer's non-observable thoughts and feelings.

DSS DISCUSSING SPEAKER'S NON-OBSERVABLE THOUGHTS AND FEELINGS

Function: to hold a conversation on speaker's non-observable thoughts and feelings.

PSS NEGOTIATING POSSESSION OF OBJECTS

Function: to determine who is the possessor of an object.

8-19. The management and verbal performance of joint action.

8. Negotiating the initiation of a new activity.

General function: to negotiate the initiation of a new activity.

IOQ OPEN-ENDED QUESTION ABOUT HEARER'S WISHES FOR A NEW ACTIVITY

Function: to initiate a new activity while letting hearer propose the activity.

IPA PROPOSING A NEW ACTIVITY

Function: to initiate a new activity by proposing a specific activity; to negotiate a proposal.

IPR PROPOSING A PREPARATORY MOVE OF NEW ACTIVITY

Function: to initiate a new activity by proposing the performance of a preparatory move of that activity; to negotiate proposal.

IPM PROPOSING TO PERFORM A MOVE OF A NEW ACTIVITY

Function: to initiate a new activity by proposing the performance of a move of that activity; to negotiate proposal.

ICS REQUESTING TO "COME AND START"

Function: to get hearer to start a new activity after activity has been negotiated.

9. Allocating roles in a joint activity.

General function: to negotiate the allocation of roles in a joint activity with differentiated roles.

ARH OFFERING ROLE TO THE HEARER

Function: to negotiate the offer of a role to the hearer.

ARS DEMANDING ROLE FOR THE SPEAKER

Function: to negotiate the demand for a role to the speaker.

10. Setting up rules of turn taking.

RTT SETTING UP THE RULES OF TURN-TAKING

Function: to negotiate that participants will take turns in activity.

11. Renewing/repeating an ongoing activity.

General function: to negotiate the renewal of, or continuation of, an ongoing activity.

RCN NEGOTIATING CONTINUATION OF AN ACTIVITY

Function: to negotiate continuation of an ongoing activity after a break in the activity.

RRP NEGOTIATING REPETITION OF LAST UNIT OF ACTIVITY

Function: to negotiate the repetition of the last unit of activity (or of whole activity if it consists of only one unit).

RRC NEGOTIATING REPETITION OR CONTINUATION OF ACTIVITY WITH ROLE CHANGE

Function: to negotiate the repetition of the last unit of an activity (or a whole activity), or the continuation of an activity with changes in the roles of the speaker and hearer.

RNF NEGOTIATING A NEW FOCUS OF ACTIVITY

Function: to negotiate a change in the focus of an ongoing activity, i.e., change of object with same action.

MOR NEGOTIATING THE ADDITION OF A RECURSIVE ACT

Function: to negotiate whether to perform another move of a recursive, unbound activity.

12. Performing verbal moves in games and other activities.

PRO PERFORMING VERBAL MOVES IN AN ACTIVITY

Function: to perform moves in a game or other activity by uttering the appropriate verbal forms.
note: different games or activities are coded PR1, PR2, etc.

13. Allocating turns in a turn-taking activity.

General function: to allocate turns in a turn-taking activity.

OTH OFFERING TURN TO THE HEARER

Function: to negotiate the taking of the next turn by the hearer in a turn-taking activity.

DTS DEMANDING TURN FOR THE SPEAKER

Function: to negotiate the taking of the next turn by the speaker, in a turn-taking activity.

OTT ALLOCATING TURN TO THIRD PERSON

Function: to let hearer know that next turn is of a third person.

14. Allocating moves in activities.

General function: to negotiate the allocation of the next move in an activity.

AMH ALLOCATING THE NEXT MOVE TO THE HEARER

Function: to negotiate hearer's performing the next move in an activity.

AMS ALLOCATING NEXT MOVE TO THE SPEAKER

Function: to negotiate speaker's performing the next move in an activity.

15. Directing hearer to do - regulating the hearer's next move.

General function: to direct hearer's immediate future action.

AFH ASKING FOR HELP

Function: to get hearer to help speaker in speaker's next act by performing a service or by providing information.

RHA REGULATING THE HEARER'S ACTIONS

Function: to direct the hearer to perform an act, to regulate the way in which he will perform an act, when act is not a service to speaker.

16. Directing hearer not to do - stopping/preventing hearer's act.

General function: to direct hearer not to perform an action.

-RHA STOPPING OR PREVENTING HEARER'S ACTIONS
(Negative Regulating Hearer's Action)

Function: to stop or prevent an undesirable act of hearer's.

MHP MAKING HEARER PAUSE IN ACTION

Function: to make hearer pause temporarily in his activity, to wait until resuming activity (including speech).

17. Directing speaker's actions.

General function: to direct speaker's future action.

RSA REGULATING THE SPEAKER'S ACTIONS

Function: to talk to oneself; to direct self to perform an act, or to discuss with self ways and means of performing an act by the speaker. To state intent, to promise to perform an act in the near future.

OHH OFFERING TO HELP HEARER

Function: to offer help to hearer in his actions.

18. Evaluating hearer's and speaker's actions.

General function: to evaluate past and planned action.

EHP EVALUATING HEARER'S ACTS

Function: to evaluate hearer's acts as correct or incorrect; or as desirable or undesirable.

ESP EVALUATING SPEAKER'S ACTS

Function: to evaluate speaker's acts and utterances as correct or incorrect; as truthful or false; or as desireable or undesirable.

19. Stopping, ending and preventing activities.

General function: to negotiate or to mark the cessation of an activity.

-IPA PREVENTING INITIATION OF ACTIVITY

Function: to prevent the initiation of a new activity by hearer.

AEA INITIATING THE ENDING OF AN ACTIVITY

Function: to negotiate the ending of an ongoing activity.

AEU INITIATING THE ENDING OF A SUB-UNIT OF ACTIVITY

Function: to negotiate the ending of a self-contained unit of ongoing activity.

MCA MARKING COMPLETION OF ACTION

Function: to verbally mark the completion of an activity.

note: the same category is employed for utterances marking the completion of a continuous act.

20. Socially expected verbal interchanges.

General function: to mark the occurrence of specific events, to express socially expected sentiments on specific occasions.

MTK THANKING

Function: to express gratitude for hearer's past action.

MPG POLITELY WISHING A GOOD APPETITE

Function: to politely wish a good appetite.

MPS POLITELY BLESSING UPON SNEEZING

Function: to politely wish good health on hearer's sneezing.

MNC MARKING NEW CLOTHES

Function: to politely bless on wearing new clothes.

MCN CONGRATULATING

Function: to congratulate hearer on festive occasions.

MEE MARKING EFFORT

Function: to mark the exertion of effort.

MEB MARKING THE SWALLOWING OF FOOD

Function: to mark the swallowing of food by hearer.

MEF MARKING THE FALL OF OBJECT

Function: to mark the fall of an object.

MEH MARKING HEARER'S FALLING

Function: to mark hearer's falling or stumbling.

CMO COMFORTING

Function: to comfort hearer, to express sympathy for misfortune.

MAZ APOLOGIZING

Function: to apologize for having hurt hearer.

21. Metacommunication: Demanding clarification or confirmation of H's meaning.

General function: to get hearer to repair a faulty communication.

DCC DEMANDING CLARIFICATION OF VERBAL COMMUNICATION

Function: to obtain clarification of hearer's ambiguous verbal communication, or a confirmation of S's understanding of it.

DCA DEMANDING CLARIFICATION OF ACTION

Function: to obtain clarification of hearer's nonverbal communicative acts.

22. Vocalizations by infants.

Note: vocalizations are coded in order to provide continuity in the transcript but not otherwise analyzed.

VCO WORD-LIKE UTTERANCE, NONFUNCTIONAL

Function: to utter a word-like babble without any other function.

XXX OBSCURE VOCALIZATION

Function: unknown.

PART 3. Speech act codes, categories and definitions, by major pragmatic force.

Directives and responses

RP Request/propose/suggest action for hearer. Proposed action might also involve speaker.
RQ Yes/no question about hearer's wishes and intentions which functions as a suggestion.
DR Dare = challenge hearer to perform action.
WD Warn of danger.
GL Call attention to hearer by name or by substitute exclamations.
SS Signal to start performing an act, e.g., to, run or roll a ball. Pace performance of acts by hearer.
AD Agree to do = agree to carry out act requested or proposed by other.
AL Agree to do for the last time.
RD Refuse to do = refuse to carry out act requested or proposed by other. Including refusals by giving excuses and reasons for noncompliance.
CS Counter-suggestion; an indirect refusal.
GI Give in: accept other's insistence or refusal.
AC Answer calls; show attentiveness to communications.

Speech elicitations and responses

EI Elicit imitation of word or sentence by explicit command.
MU Model utterance, without explicit request for imitation.
EC Elicit completion of word or sentence.
EX Elicit completion of rote-learned text.
RT Repeat/imitate other's utterance.
SC Complete statement or other utterance in compliance with request eliciting completion.
CX Complete text if so demanded.

Commitments and responses

SI State intent to carry out act by speaker.
FP Ask for permission to carry out act by speaker.
PD Promise.
TD Threaten to do.
PA Permit hearer to perform act.
PF Prohibit/forbid hearer to perform act.

Declarations and responses

DC Declare = create a new state of affairs by declaration.
DP Declare (phantasy) = create make-believe reality by declaration.
YD Agree to a declaration.
ND Disagree with a declaration.

Markings and responses

MK Mark occurrence of event (ie thank, greet, apologize, congratulate, etc.)
TO Mark transfer of object to hearer.
CM Commiserate, express sympathy for hearer's distress.
EM Exclaim in distress, pain.
EN Endearment = express positive emotion.
ES Exclaim in surprise = express surprise.
XA Exhibit attentiveness to hearer.
PT Polite response to thanking.

Statements and responses

ST State = make a declarative statement.
AP Agree with proposition expressed by previous speaker.
DW Disagree with proposition expressed by previous speaker.
WS Express a wish.
CN Count.

Questions and responses

QN Wh-question = ask a product-question.
YQ Yes/no question = ask a yes/no question.
TQ Two-alternative yes/no question.
SA Answer a wh-question by a statement.
AA Answer in the affirmative to yes/no question.
AN Answer in the negative to yes/no question.
QA Answer a question with a wh-question.
VA Answer a question with a yes/no question.
NA Non-satisfying answer to question.
RA Refuse to answer.

Performances

PR Perform verbal move in game.
SF Speak for inanimate objects, e.g., for a toy (in pretend play).

Evaluations

PM Praise for motor acts, i.e. nonverbal behavior.
ET Exclaim in enthusiasm = express enthusiasm for hearer's performance.
CR Criticize = point out error in nonverbal act.
AB Approve of appropriate behaviour. Express positive evaluation of hearer's or speaker's acts.
DS Disapprove, scold, protest disruptive behavior. Express negative evaluation of hearer's or speaker's behavior as inappropriate.
ED Exclaim in disapproval.

Demands for clarification

RR Re-run request = request to repeat utterance.

Text editing

CT Correct , provide correct verbal form in place of erroneous one.

Vocalizations

VC Word babble = utter a word-like utterance without clear function.
XX Idiosyncratic words.

PART 4. Coding rules A: Classifying the Type of Verbal Interchange.

Introduction.

A verbal interchange is a communicative exchange which contains at least one verbal move. Communicative exchanges consist of an opening move and subsequent responses and elaborations. In the following, verbal interchanges are classified according to their function in the current interactive situation. Each verbal interchange is considered to possess a unitary function, which is determined by the function (or "point") of its opening move. Responses and elaborations are thought to be communicative work following through the theme set up by the opening move. Consequently, the classificatory system for the type of verbal interchange is phrased as a classificatory system for the function of opening moves. If an utterance is a response or an elaboration (as defined below), there is no need (or possibility) to classify the exchange type through this system. Rather, the utterance belongs by definition to the exchange type of the opening move to which it is a response or an elaboration.

Moves in a communicative exchange might be non-verbal, i.e., consist of gestures or motor acts, or even of non-action. In the ongoing research project, only the verbal moves are transcripted and coded. Nevertheless, even if the the opening move is non-verbal (e.g., a gestural request), it is still considered to determine the type of the verbal interchange. Although such a non-verbal opening move is not transcribed, it is coded, and "gives" its code to the subsequent verbal responses and elaborations.

The first step in coding is, thus, to determine whether a given move is an opening move or not.

Opening moves are best defined negatively, i.e., as all moves which are not responses to, or elaborations of, previous moves, as defined below.

Responses for the purposes of this classification are:

a) answers to questions.
b) agreeing or refusing to do as requested.
c) promising to do in the future as a requested to do now (viewed as a a refusal).
d) giving in: accepting refusals, prohibitions, or the other's insistence on doing or on truth of proposition.
e) granting permission to do as wished.
f) agreeing or disagreeing with a declaration (e.g., of make believe identity, roles, turns).

Elaborations for the purpose of classification are:
a) statements providing further information about an opening move (e.g., supplying reasons for it).
b) questions demanding further information about an opening move.

Countersuggestions are seen as opening moves of a new interchange and are single-coded as such, although they are responses to a previous suggestion. In other words, countersuggestions are coded as O-moves, but given a response index.

Prohibitions appear as opening moves in the-coding scheme in four cases: preventing the start of a new activity, preventing the the continuation of an ongoing activity, preventing the performance of an act, and preventing hearer's leaving the room. In all other cases, prohibitions are listed as responses. In all cases but stopping an activity, prohibitions are marked as the negative of the type of opening move, e.g., negative Initiate new activity. Stopping activities is coded as "Attempt to end activity," without the negative sign.

Verbal interchanges are not necessarily continuous; they might be interrupted by repair interchanges or by short lapses into a different type of interchange. Repair interchanges are of two kinds: a) attempts to repair a failure in comprehension; and b) attempts to repair lapses in joint attention. Repair interchanges are never considered as breaking the continuity of an interchange in which they are embedded. Other interruptions are viewed as closing the previous interchange unless the first move following the interruption is a response to a move preceeding the interruption.

Classification of type of verbal interchange.

Classificatory steps are numbered on the left. Choose one alternative listed under each step and proceed to the page indicated by the right -handed arrow (-->). Following the page number is either the final classification of the type of interchange or a further step number in the present classificatory system. Previous step can be backtracked through number on the left, marked with a left-handed arrow (<--).

Abbreviations: S: speaker; H: hearer.

Start Coding

1.1 Negotiating the immediate course of interaction and action.
Directing H, committing S to enter, exit, reenter interactive states or to perform actions. Regulating mutual and joint attention. Providing or eliciting information relevant to or necessary to the immediate course of interaction or action.

-->p.20 2.

1.2 Marking the occurrence of special events.
Acknowledging or signalling the occurrence of an event by a specific formula or exclamation. Event is neither described nor referred to.

-->p.21 3.

1.3 Holding a conversation.
Discussing and describing objects, persons, attributes, events, thoughts and feelings. Discussing actions not in the immediate past or immediate future.

-->p.23 4.

1.4 Evaluating immediate past action.
Providing feedback on H's or S's actions. Evaluating motor performance on a dimension of correctness, and behavior on a dimension of approval.
-If disapproval is intended to stop or prevent action, code Negotiating, 2.

-->p.23 5.

1.9 Performing a verbal move in a game or other rule-bound activity.
Utterance counts as move of the game.
Note: specific games are coded PR1, PR2, etc. Details in Part 5.
-If game is book-reading, code according to special guide-lines, p.74

--->..57 Perform verbal move. (PRO)

1.6 Metacomunication: demanding clarification or confirmation of H's utterances, nonverbal communication and expressive behaviour.

-->p.24 6.

1.7 Showing attentiveness to H without otherwise saying anything.
a. Signalling that an utterance has been heard and understood.
b. As a response to a nonverbal bid for attention.
c. As an empty turn-filler when no prior event took place.
-If utterance is a true demand for clarification or confirmation of meaning, code as Metacommunication, 1.6.

-->p.34 Show attentiveness. (SAT)

1.8 Non-communicative or undecipherable vocalizations by infants.
Word-like babble which is treated as such by the adult H, and phonetically obscure vocalizations which are not comprehended by the adult H.

-->p.24 7.

2.1 Negotiating co-presence and separation.

1.1<-- -->p.24 8.

2.2 Negotiating mutual attention, proximity, and availability for interaction.
-If specific suggestions for interaction are made, code 2.3 to 2.12.

1.1< -- -->p.24 9.

2.3 Negotiating attention to objects, persons, events.

1.1<-- -->p.25 10.

2.4 Negotiating the immediate activity.
Activities are extended rule-governed series of acts, e.g. games, caretaking activities like feeding, or the manipulation of objects like money or the T.V. Activities are defined by the kinds of actions performed, but not by the specific object which is acted on. A change of object is not seen by itself as changing the activity, if the same acts are performed on it as previously. Similarly, a change of actor or a-switching of roles is not seen as changing the activity itself.
Code here any utterance which aims at influencing the nature of the activity participants are to be engaged in, even when utterance mentions only single acts, e.g. in the case of preparatory moves.

1.1<-- -->p.25 11.

2.5 Negotiating self-contained units of activity (SCUA).
A SCUA is a complete script-unit one level below the activity itself. E.G., doing one puzzle is a SCUA of the activity "puzzle-play."

1.1<-- -->p.25 12.

2.6 Negotiating whether to procede with a recursive, unbounded activity.
Activity consists of a series of identical acts, and might be terminated at any time.

1.1<-- -->p.56 Renew: Propose proceding with unbounded activity. (MOR)

2.7 Negotiating whether future activity will be a turn-taking one.
Suggesting that participants will alternate turns.

1.1<-- -->p.54 Set rules of turn-taking. (RTT)

2.8 Negotiating roles in a future activity.
Roles are complexes of moves, defined in the script of the activity.
-If utterance initiates a new activity and also allocates roles, code only for initiating.

1.1<-- -->p.26 13.

2.9 Negotiating who will take the next turn of a turn-alternating activity.

1.1<-- -->p.26 14.

2.10 Negotiating who will perform the next move of an activity.

1.1<-- -->p.26 15.

2.11 Directing H to pause in action or in speech, to wait before resuming action or speech.

1.1<-- -->p.62 Make hearer pause. (MHP)

2.12 Negotiating the performance or nonperformance of single acts by H or S.
Acts are giving, putting, coming, sitting, kissing, picking up, choosing taking, moving, etc.

1.1<-- -->p.26 16.

3.1 Commiserating with H, comforting H when H is in distress.

1.2<-- -->p.71 Comfort. (CMO)

3.2 Greeting on meeting.

1.2<-- -->p.31 Greet on-meeting. (GMO)

3.3 Marking that S has returned to H's presence after a brief separation.

1.2<-- -->p.31 Mark co-presence. (MCP)

3.4 Greeting on parting.

1.2<-- -->p.32 Greet on parting. (GPO)

3.5 Wishing good night.

1.2<-- -->p.32 Wish good night. (GNO)

3.6 Marking the completion of an act or an activity.

1.2<-- -->p.69 Mark completion of action. (MCA)

3.7 Thanking H for a positive act performed to S's advantage.

1.2<-- -->p.70 Thank. (MTK)

3.8 Politely wishing a good appetite.

1.2<-- -->p.70 Politely wish good appetite. (MPG)

3.9 Politely blessing on H's sneezing.

1.2<-- -->p.70 Politely bless on sneezing. (MPS)

3.10 Congratulating on festive occasion.

1.2<-- -->p.70 Congratulate. (MCN)

3.11 Apologizing for having harmed H.

1.2<-- -->p.70 Apologize. (MAZ)

3.12 Marking the exertion of effort e.g., in pushing.

1.2<-- -->p.70 Mark effort. (MEE)

3.13 Marking the swallowing of food or the closing of mouth over food.

1.2<-- -->p.70 Mark swallowing. (MEB)

3.14 Marking the falling, bursting, breaking of an object.

1.2<-- -->p.70 Mark fall of object. (MEF)

3.15 Marking the falling or stumbling of H.

1.2<-- -->p.71 Mark H's falling. (MEH)

3.16 Marking the wearing of new clothes by H.

1.2<-- -->p.70 Mark new clothes. (MNC)

4.1 Discussing existence or observable attributes of an object, a person, or an event under joint focus of attention by both participants. Discussing aspects of the visible environment, ie objects and events visible after no more than a visual search, including the nonexistence and location of objects etc. in the environment if participants are not to act on the objects (see also 10.2).
-If utterance refers to a non-observable or past or future aspect of an object under joint focus of attention, code DNP, 4.3.

1.3<-- -->p.39 Discuss joint focus of attention. (DJF)

4.2 Discussing a recent event or a recent action of H or S.
-If action is evaluated, code EHP or ESP, 5.1 and 5.2.

1.3<-- -->p.41 Discuss recent event. (DRE)

4.3 Discussing events in the remote past and in future; discussing objects and persons not presently observable. Discussing abstract topics; location and existence of objects outside of observable environment; habitual uses of objects (of any object, observed or not); script rules. Discussing any non-observable or past or future aspect of an object presently observable. Stating intention to act in the far future.

1.3<-- -->p.42 Discuss the non-present. (DNP)

4.4 Discussing H's non-observable thoughts, states, sensations and feeling, such as hunger, joy, food being tasty, interest in things, tiredness, sleepiness, etc.
-If utterance refers to H's distress (pain, sadness) code CMO, 3.1.
-If utterance refers to overt behavior, code DJF, 4.1, or DRE, 4.2.
-If utterance discusses H's wishes for act or activity, code as Negotiating the future course of action (1.1), or as Demand clarification (1.6).

1.3<-- -->p.43 Discuss H's state. (DHS)

4.5 Discussing S's non-observable thoughts, states, sensations and feelings. Expressing love through endearments.
-If utterance expresses S's sympathy with H's distress, code CMO, 3.1
-If utterance refers to overt behavior, code DJF, 4.1, or DRE, 4.2.
-If utterance refers to S's wishes for acts or activities, code as Negotiating the future course of action, i.i.

1.3<-- -->p.44 Discuss S's state. (DSS)

4.6 Negotiating, discussing possession of objects.

1.3<-- -->p.45 Negotiate possession of objects. (PSS)

5.1 Evaluating H's past actions.

1.4<-- -->p.65 Evaluate H's performance. (EHP)

5.2 Evaluating S's past actions.

1.4<-- -->p.65 Evaluate S's performance. (ESP)

6.1 Demanding clarification or confirmation of the meaning of H's verbal utterances and word-like vocalizations.
-If a demand for agreement with S's utterance, code as the previous talk.

1.6<-- -->p.72 Demand clarification of verbal communication. (DCC)

6.2 Demanding clarification or confirmation of the meaning of H's actions or non-verbal communication.

1.6<-- -->p.72 Demand clarification of action. (DCA)

7.1 Idiosyncratic, obscure word-like vocalization. Not recognizable as an approximation of accepted forms. Coded only if other reacts to it verbally, except by imitation. Usually of children. Not understood by hearer. May be meaningful for child.

1.8<-- -->p.73 Idiosyncratic words. (XXX)

7.2 Phonetically well-formed words, without an obvious function. Coded only if other reacts to it verbally, including by imitation. Usually of children.

1.8<-- -->p.73 Word babble. (VCO)

8.1 Negotiating a transition between separation and co-presence. Calling H while separated.

2.1<-- -->p.31 Call from afar (CFA)

8.2 Negotiating a transition between co-presence and separation.

2.1<-- -->p.27 17.

9.1 Negotiating the establishment of mutual attentiveness and proximity; signalling availability for focussed interaction.
Calling H's attention to S in order to start interacting; calling H to aproach S.

2.2<-- -->p.34 Call. (CAL)

9.2 Negotiating a withdrawal from focussed interaction while remaining in co-presence of H; Establishing non-availability for interaction.
Stating intent to pursue a solitary activity like taking a nap, reading or watering the plants.

2.2<-- -->p.38 Withdraw from interaction. (WFI)

10.1 Directing H's attention to objects, persons and events in the environment.
Focussing H's attention to details of scenes he is alreading attending to In general. It is not mutually understood that H is to act on the object In any way.
-If H is to act on the object, code as a request for action, not for attention.

2.3<-- -->p.39 Direct H's attention. (DHA)

10.2 Asking H to direct S's attention to objects.
Asking about the whereabouts of objects.
-If question is clearly rhetorical, e.g., if S is holding the object or pointing to it, code according to intent as Direct H's attention, or as some type of action request.
-If clearly an indirect request to be given object, code as an action request (e.g. RP-AFH).
-If S intends to act on the object, code by some action code (e.g. QN-AFH).
-If S intends H to act on the object, code by some action code (e.g. QN-RHA).

2. 3<--

11.1 Negotiating continuation of ongoing activities, conversations, acts in progress in case of a break or discontinuity.
Redirect H's attention to ongoing interaction.
-Do not code here unless there is some kind of breaking of frame in the activity. eg, if negotiation is simply of performing the next logical step of the activity, or if negotiation is for continuing an unbounded recursive activity that might end any time, code the appropriate act or MOR codes.

2.4<-- -->p.27 18.

11.2 Negotiating initiation of a new activity.

2.4<-- -->p.27 19.

11.3 Negotiating ending of ongoing activity.

2.4<-- -->p.67 Attempt to end activity. (AEA)

12.1 Negotiating whether to repeat a self-contained unit of activity.

2.5<-- -->p.28 20.

12.2 Negotiating whether to change the object at the focus of activity.
-If proposal is for a change of activity with the same object, code Initiation (11.2).

2.5<-- -->p.56 Renew: Propose new focus of activity. (RNF)

12.3 Negotiating whether to end a self-contained unit of activity.
2.5<-- -->p.69 Attempt to end unit of activity. (AEU)

13.1 Offering role to H.

2.8<-- -->p.52. Offer role to H. (ARH)

13.2 Demanding role for S.

2.8<-- -->p.53 Demand role for S. (ARS)

14.1 Offering the next turn to H.

2.9<-- -->p.52 Offer turn to H. (OTH)

14.2 Demanding the next turn for S.

2.9<-- -->p.53 Demand turn for S. (DTS)

14.3 Offering the next turn to a third person (including dolls and animals).

2 9<-- -->p.52 Offer turn to third person. (OTT)

15.1 Offering the next move to H.

2.10<-- -->p.52 Allocate move to H. (AMH)

15.2 Demanding the next move for S.

2.10<-- -->p.53 Allocate move to S. (AMS)

16.1 Negotiating what act H or S will perform next, and how.
-If act is a service for the other participant, code as Helping (16.2).

2.12<-- -->p.28 21.

16.2 Negotiating helping.
Helping is an act of a participant which is performed as a service to the other participant, mostly to enable him to proceed in his own intended action.

2.12<-- -->p.29 22.

16.3 Negotiating non-performance of acts by H.
Directing H not to do or to stop doing.

2.12<-- -->p.61 Stop/prevent H's act. (-RHA)

17.1 Stating intent to leave H's presence for a short while.

8.2<-- -->p.32 Temporary leave-taking. (LTT)

17.2 Preventing H's leaving S's presence.

8.2<-- -->p.33 Prevent H's leaving. (-LTT)

18.1 Negotiating whether to continue a discontinued scripted activity. Redirecting H's attention to the performance of an ongoing activity after a break in the activity due to H's inattentiveness.

11.1<-- -->p.35 Renew: Propose continuation. (RCN)

18.2 Redirecting H's attention to the performance of a new activity after it had been agreed that activity will be performed but hearer has become inattentive before actually starting activity. Call H to come and/or start to play; call attention to objects on which activity is to focus.
-If utterance merely repeats previous requests/proposals to start new activity, code IPA, p.46.

11.1<-- -->p.35, p.50 Inititate: "Come and start." (ICS)

18.3 Redirecting H's attention, calling H's attention when H becomes inattentive during negotiations or conversation. Attempting to repair break in joint attention at any time except before starting activity (ICS) or during performance of activity (RCN)

11.1<-- -->p.35 Repair break in joint attention (RBR)

19.1 Open-ended question about H's wishes what to do next. No specific activity is named in the question. Following an answer which names a specific activity, all subsequent negotiations are coded IPA, see 19.2 below.

11.2<-- -->p.46 Initiate: Open-ended question. (IOQ)

19.2 Proposing (requesting) a specific activity; questioning H's wishes about engaging in a specific activity. Offering, transferring or demanding objects in order to play with them (i.e., to engage in activity). Directing attention to objects if it is mutually understood that S is thereby proposing the initiation of a new activity focussed on that object. Stating intent, asking for permission to start new activity. Declaring that a specific game is being played as an initiating move. Repetition of proposals.

11.2<-- -->p.40 Initiate: Propose specific activity. (IPA)

19.3 Proposing (requesting) to perform a preparatory move necessary to start a new activity. Offering, transferring or demanding an object which is an accessory to, but which is not central to activity. Transferring etc., an object for later use. Questioning H's wishes, stating intent, asking permission to perform preparatory move. E.g., bring object from other room, put bib on, place child in position for play, prepare food.

11.2<-- -->p.48 Initiate: Propose preparatory move. (IPR)

19.4 Proposing (requesting) to perform a move of a new game (activity) as a way of initiating the activity itself.

11.2<-- -->p.49 Initiate: Propose performing move. (IPM)

19.5 Forbidding the initiation of a new activity by H. Initiation by H might have been attempted through verbal means or by non-verbally signalling his wishes to initiate activity.
-If H actually started to perform activity, code 11.3, p.25.
-If utterance is refusal to engage in activity suggested by H without activity being forbidden (e.g., S does not wish to play) do not code here but as a response to Initiate new activity (see 18, p.27)

11.2<-- -->p.66 Prevent new activity. (-IPA).

20.1 Negotiating the exact repetition of a self-contained unit of activity, i.e., without changes in the focus of activity or in the participant's roles.
-If repetition proposed is of an act in a recursive, unbounded activity, code MOR, 2.6, p.20.

12.1<-- -->p.55 Renew: Propose repetition of last unit. (RRP)

20.2 Proposing repetition of activity with a change in the roles of the participants.

12.1<-- -->p.56 Renew: Propose role change. (RRC)

21.1 Regulating H's action when action is not for S's sake. Offering object for H's consumption. Providing information or asking questions which would lead H to perform next act. Demanding imitation of utterance by explicit command or by modeling utterance H should utter.

16.1<-- -->p.59 Regulate H's action. (RHA)

21.2 Regulating the self's action. Directing self to act; providing (uttering) necessary information for acting; stating intent to act; promising to act in near future.
-Stating intent or promising to act in far future is coded DNP, 4.3.
-If utterance is agreeing or refusing to act as demanded by another person, do not code here but as a response to an appropriate "hearer" code.

16.1<-- -->p.63 Regulate S's action. (RSA)

22.1 Asking H to help S by action or by providing information which would help S's next act. Directing H to act when act is for S's sake (e.g., to give objects that S wants, to take objects that S wants to get rid of).
-If request for help is for the continuation of a recursive activity, eg for being given an additional piece of food, code MOR (2.6).

16.2<-- -->p.58 Ask for help. (AFH)

22.2 Offering to help H. Suggesting to perform service for H, asking H if he wishes to be helped or to be provided service. Offering to give H an object not to play with or consume but for H to have it in his possession.

16.2<-- -->p.64 Offer to help hearer. (OHH)

PART 5. Coding rules B: Classification of verbal moves and acts within types of verbal interchange.

Introduction

The coder will have arrived at this part of the coding system after having identified the type of the interchange opened by some speaker's uttering an opening move. The present set of coding instructions will enable the coder to classify the type of verbal moves and acts which comprise that interchange.

The coding instructions are presented in the form of lists of different verbal acts which typically function as moves of each type of interchange. The coder is to choose first the verbal act type of the opening move among the options presented under the heading of "openers". The coding of subsequent moves of the same interchange is done in two stages. First, the coder identifies what kind of move an utterance was: a positive or negative response another opener, or an elaboration. Second, the coder chooses one of the options presented under the relevant heading. To aid the coder, the entry for each opener includes, in the last line of the entry, a listing of some of the most frequent responses to that kind of act, in the format R: AB-CDE.

The listings of verbal act types are in no sense exhaustive. The coder should familiarize himself or herself with the speech act categories used in this coding system and their definitions by studying Part 2. All speech act codes can be paired with every interchance type code if the coder deems it appropriate, regardless to whether they appear in the listings or not.

The verbal acts within each type of interchange are arranged in four groups of moves: openers, positive and negative responses, and elaborations. Openers and responses are typically the first and second elements in adjacency pairs. The opening move of the interchange is always an opener, but acts grouped under "openers" might also appear in the middle of an interchange. For instance, DJF (discuss joint focus of attention) interchanges might only be opened by statements, questions, and so on, and not by, e.g., answers to questions. However, questions might appear at any time during the interchange, and not only as the first move of the interchange.

The last entry for most interchange types is a list of related coding categories, presented under the heading of "associates."

The listings show only a two-part code for each act: the verbal act code and the interchange type code. All subsequent moves after the opening move receive the same interchange type code as the opening move unless indicated otherwise. The full 3-part code can be arrived at by simply adding a 1-letter code for the type of move as indicated by the heading:

O Opener.
P Positive response.
N Negative response.
E Elaboration.

Numbers to the right of a type title refer to the classification step and page number in the Classification of Types of Verbal Interchange, where the definition of the type is to be found.

The different types of verbal interchange are presented in larger families which consist of interchanges having a similar function in the interactive situation.

1. Management of the transition between separation and co-presence.

CFA: Call from afar. (8.1, p.24)

Openers: (O)

CL-CFA Call H while separated in order to achieve co-presence.
R: AC-CFA, QN-CFA, AD-CFA, RD-CFA, SI-CFA, PD-CFA, RP-CFA.

RP-CFA Call H to approach S. Request that H come to S in order to achieve co-presence.
R: AD-CFA, RD-CFA, QN-CFA, SI-CFA, PD-CFA, RP-CFA.

Positive responses: (P)

AC-CFA Response (R) to CL-CFA. Show attentiveness; answer call by declaratives like "yes", H's name, repetition of call.

QN-CFA R to CL-CFA and RP-CFA. Show attentiveness; answer call by questions like "what?", "yes?".

AD-CFA R to CL-CFA and RP-CFA. Agree to approach H.

SI-CFA R to CL-CFA and RP-CFA. State intent to approach H at once.

PD-CFA R to CL-CFA and RP-CFA. Promise to approach H, e.g., to bring object, but not immediately.

RP-CFA R to CL-CFA and RP-CFA. Order H to stay put or wait for S; request H to behave in certain ways during S's absence.

Negative responses: (N)

RD-CFA R to CL-CFA and RP-CFA. Refuse to approach H.

Associates:

-CAL Call. See p.34.

-LTT Temporary leave-taking. See p. 32.

GMO: Greet on meeting. (3.2, p.21)

MK-GMO Greet on meeting.

MCP: Mark co-presence. (3.3, p.21)

ST-MCP Mark that participants are in co-presence, e.g., after separation. State that S is "there" with H.

2. Management of the transition between co-presence and separation.

GPO: Greet on parting. (3.4, p.21)
MK-GPO Greet on parting.

GNO: Wish good night. (3.5, p.21)
MK-GNO Wish good night.

LTT: Temporary leave-taking. (17.1, p.27)

Openers: (O)

SI-LTT State intent to leave room temporarily, e.g., to bring object.
R: PA-LTT, PF--LTT.

FP-LTT Ask for permission to leave.
R: PA-LTT, PF--LTT.

RP-LTT Order H to stay put or wait for S; request H to behave in certain ways during S's absence.

RQ-LTT Question H's wishes about H's behaviour during S's absence.
R: AA-LTT, AN-LTT.

PD-LTT Promise to return (soon).

Positive responses: (P)

PA-LTT R to SI-LTT, FP-LTT. Permit H to leave.

AA-LTT R to RQ-LTT. Answer affirmatively questions about S's wishes.

GI--LTT R to PF--LTT. Give in: accept H's refusal to let S leave.

Negative responses: (N)

PF--LTT R to SI-LTT, FP-LTT. Forbid H to leave.
R: GI--LTT, SI-LTT.

AN-LTT R to RQ-LTT. Answer negatively questions about S's wishes.

Elaborations: (E)

ST-LTT Statements about leaving, e.g., reasons for it.

Associates:

ST-MCP Mark co-presence after a separation. See p.31.

--LTT Preventing H's leaving. See p.33.

-LTT: Prevent H's leaving. (17.2, p.27)

Openers: (O)

PF--LTT Prohibit or forbid H's attempted leaving the room. Request not to leave. Declare that leaving is forbidden. Rhetorical questions aimed at forbidding leaving.

DS--LTT Disapprove of H's intended leaving, when aimed at forbidding it.

ED--LTT Exclamation of disapproval over H's intended leaving.

CL--LTT Call H in order to prevent his leaving.

RP--LTT Request that H come (or do something else) to prevent his leaving.

Elaborations: (E)

ST--LTT Statements providing information about the prohibition when given as explanation, i.e. in addition to a prohibition.

Associates:

-LTT Temporary leave-taking.

3. Initiating focussed interaction: establishing mutual attentiveness and proximity.

CAL: Call. (9.1, p.24)

Openers: (O)

CL-CAL Call H; call attention to S, in order to start interaction.
R: AC-CAL, QN-CAL, AD-CAL, RD-CAL.

RP-CAL Call H to approach S. Request that H come to S in order to start interaction.
R: AD-CAL, RD-CAL.

RQ-CAL Question H's wishes about approaching S.
R: AA-CAL, AN-CAL.

Positive responses: (P)

AC-CAL R to CL-CAL. Show attentiveness; answer call by declaratives like "yes", H's name, or by repetition of call.

QN-CAL R to CL-CAL. Show attentiveness; answer call by questions like "what?", "yes?".

AD-CAL R to CL-CAL and RP-CAL. Agree to approach H.

AA-CAL R to RQ-CAL. Answer affirmatively questions about wishing to approach H.

Negative responses: (N)

RD-CAL R to CL-CAL and RP-CAL. Refuse to approach H.

AN-CAL R to RQ-CAL. Answer negatively questions about wishing to approach H.

SAT: Show attentiveness. (1.7, p.9)

AC-SAT Respond with attentiveness; respond to H's vocalization or nonverbal call by declaratives like "yes", H's name or by playful questions like "really?", "indeed?", "yes?". Repeat H's utterance in order to show attentiveness.
-If H is in process of mastering utterance, code repetition as an evaluative response, e.g. AP or DW-DJF.
-If response to nonverbal call for attention takes the form of a question, code DCA, p.72.
-If response to XX or VC vocalization is a clarification question, code DCC, p.72. (See p.73 for definitions of XX and VC).

XA-SAT Show attentiveness to H when H hasn't made any bid for attention, e.g., by "yes", or other contentless utterance.

4. Re-establishing focussed interaction after a break.

RBR: Repair break in joint attention. (18.3, p.27)

CL-RBR Call H to attend to negotiation, discussion, act in progress.

RP-RBR Request H to attend to negotiation, discussion, act in progress.

DS-RBR Disapprove of H's lapse of attention. Rhetorical questions, e.g., about what H is doing instead of paying attention to matters at hand.

Associates:

-ICS Call H to come and start playing. See p.50.

-RCN Ask H to continue performing an ongoing activity; repair break in H's attentiveness during performance of activity. See p.32.

ICS: Initiate: "Come and start". (18.2, p.27)

Code as on p. 50.

RCN: Renew: Propose continuation of activity. (18.1, p.27)

Openers: (O)

CL-RCN Call H in order to continue activity.

RP-RCN Request, propose, express wishes to continue activity. Request to start new unit of activity when H is inattentive. Request H to attend to object at focus of activity when H becomes inattentive.
R: AD-RCN, RD-RCN, CS-AEU, CS-IPA, CS-AEA, CS-RNF.

RQ-RCN Question H's wishes to continue activity; yes/no question with one alternative.
-If questioning H's wishes not to continue, code RQ-AEA, p.67.
R: AA-RCN, AN-RCN, CS-AEU, CS-IPA, CS-AEA, CS-RNF.

QN-RCN Open-ended wh-question about H's wishes or intentions to continue or not to.
R: SA-RCN (if S wants to continue), SA-AEA, (if S wants to end).

TQ-RCN Two-alternative yes/no question about H's wishes to continue or not to.
R: AA-RCN, AN-RCN.

SI-RCN State intent to continue activity. State that S will continue.
R: PA-RCN, PF--RCN.

FP-RCN Ask for permission to continue activity.
R: PA-RCN, PF--RCN.

ST-RCN Statements about object being ready for continuation or for starting of new unit after break.

QN-RCN Wh-question about, e.g., whereabouts of object at focus of activity, asked in order to bring about continuation.

DS-RCN Disapprove of H's lapse of attention. Rhetorical questions, e.g., about what H is doing instead of paying attention to matters at hand.

Positive responses: (P)

AD-RCN R to RP-RCN. Agree to continue when proposed.

AA-RCN R to RQ-RCN and TQ-RCN. Answer affirmatively questions about wishing to continue.

PA-RCN R to SI-RCN, RP-RCN and FP-RCN. Permit to continue.

PD-RCN R to RD-RCN. Promise to continue in future.

SA-RCN R to QN-RCN (S wants to continue) and to RP-RCN if RP was request for showing or finding object and response is to show object.

GI-RCN R to RD-RCN end to SI-RCN, RP-RCN if insistence. Give in: accept other's refusal or insistence on continuing.

GI--RCN R to PF--RCN. Give in: accept H's forbidding to continue.

Negative responses: (N)

RD-RCN R to RP-RCN. Refuse to continue when proposed. Give reasons for not wanting to continue which functions as a refusal.
R: GI-RCN, RD-RCN.
-Refusals which are also counter-suggestions are coded for the counter-suggestion (CS).

AN-RCN R to RQ-RCN and TQ-RCN. Answer negatively to questions about wishing to continue.
R: GI-RCN, RD-RCN.

PF--RCN R to SI-RCN, FP-RCN and RP-RCN. Forbid to continue.
R: GI--RCN, RD--RCN.

CS-AEA R to RP, RQ, etc- RCN. Counter-suggestion to end activity which also functions as a refusal to continue.

SA-AEA R to QN-RCN (S wants to end activity).

CS-IPA R to RP, RQ, etc- RCN. Counter-suggestion to start another activity which also functions as a refusal to continue the present activity.

CS-AEU R to RP, RQ, etc - RCN. Counter-suggestion to end present unit of activity which also functions as a refusal to continue.

CS-RNF R to RP, RQ etc. RCN. Counter-suggestion to switch to a new focus of activity which also functions as a refusaal to continue.

Elaborations: (E)

ST-RCN Statements about continuation, e.g., to the effect that activity will continue without S's doing (not a promise, SI or declaration). Statements about reasons for continuing if they follow an opening move like RP-RCN.

Associates:

-AEA Proposals, etc, to discontinue/end activity. See p.67.

5. Withdrawing from interaction.

WFI: -Withdraw from interaction. (9.2, P. 24)

Openers: (O)

SI-WFI State intent to withdraw from interaction. State what is going to happen.
R: PA-WFI, PF--WFI.

FP-WFI Ask for permission to withdraw from interaction.
R: PA-WFI, PF--WFI.

Positive responses: (P)

PA-WFI R to SI-WFI, FP-WFI. Permit H to withdraw from interaction.

GI--WFI R to PF--WFI. Give in: accept prohibition to withdraw from interaction.

Negative responses: (N)

PF--WFI R to SI-WFI, FP-WFI. Forbid H to withdraw from interaction.
R: GI--WFI, SI-WFI.

Elaborations: (E)

ST-WFI Statements about intention to withdraw, e.g., reasons for it, when reason is given after SI.

6. Management of joint attention.

DHA: Direct H's attention. (10.1, p.25)

Openers: (O)

RP-DHA Request H to look, attend to specified object, event, person.

ST-DHA Statement pointing out whereabouts of object - to draw attention to it.

QN-DHA Ask rhetorical where-question on whereabouts of object - to draw attention to it. Other wh-questions used to draw attention to objects, e.g., "What is this?"
R: SA-DHA, RT-DHA.

TO-DHA Mark transfer of object to H - when object is given in order to draw attention to it. Mainly child code.

Responses:

SA-DHA R to QN-DHA. Answer wh-questions.

RT-DHA R to QN-DHA. Imitate part of wh-question without providing answer, e.g., by pointing.

DJF: Discuss joint focus of attention. (4.1, p.23)

Openers: (O)

ST-DJF Statements with falling intonation about joint focus of attention. Labelling statements. Questions which are immediately answered by the same S, with falling intonation.
-If statement is an answer to a question, code SA, AA, AN.
-If question is immediately answered by the same S with rising intonation, code YQ.
R: AP-DJF, DW-DJF, CT-DJF, RT-DJF.

EC-DJF Elicit completion of word or sentence by H. Prompt labelling by uttering unfinished words, etc.
-If completion of role-learned text (e.g., poems) is demanded, code EX-RHA, p.59
R: SC-DJF.

DP-DJF Declare make-believe identity for objects and events. Declare make-believe attributes, abilities, states of objects.
-Speaking instead of an inanimate object code SF-PRS, p.57.
-Speaking to inanimate object code as usual.
R: YD-DJF, ND-DJF.

QN-DJF Wh-questions. Requests to answer a wh-question.
R: SA-DJF, QA-DJF, YA-DJF, NA-DJF, RA-DJF.

YQ-DJF Ask a yes/no question, or request to answer one.
Requests for confirmation of S's utterance or for agreement with it.
Statements with rising intonation.
Isolated tag-questions, eg "Right?" ("nachon?" "ken?").
Tagged statements. Wh-questions which are immediately answered by the same S with a rising intonation.
-If the question intends to clarify H's previous utterance, code DCC (p. 72).
R: AA-DJF, AN-DJF, QA-DJF, YA-DJF, NA-DJF, RA-DJF, AP-DJF, DW-DJF.

TQ-DJF Two-alternative yes-no question.
R: as to YQ.

RP-DJF Request H to show or point out an object, during a discussion.
R: SA-DJF RT-DJF.

CN-DJF Count.

ES-DJF Express surprise ("Vay!").

ET-DJF Exclaim in enthusiasm for an object or event.

Positive responses: (P)

AP-DJF R to ST-DJF. Agree with proposition. Imitate correct label to indicate agreement. Positive response to correct pointing. Confirm S's proposition.

YD-DJF R to DP-DJF. Agree to the make-believe identity declared by previous S.

SA-DJF R to QN-DJF. Statement given as reply to wh-question.

AA-DJF R to YQ-DJF. Positive answer to yes/no question. Including "yes" to a negatively phrased question.

SC-DJF R to EC-DJF. Complete incomplete statement if so demanded.
-If completion is help with finishing broken sentence code CT-DJF.

QA-DJF R to QN-DJF, YQ-DJF. Wh-question given as reply to questions.

YA-DJF R to QN-DJF, YQ-DJF. Yes/no question given as reply to questions.

RT-DJF R to ST-DJF. Repeat H's utterance spontaneously. Child code.
-Adult's imitation of utterance is coded AP, DW, SAT (p.34) or DCC (p.72).

GI-DJF R to responses. Give in: accept H's last word to end argument.

Negative responses: (N)

DW-DJF R to ST-DJF. Disagree with proposition. Challenge truth of labelling and other statments. Disconfirm S's proposition.

CT-DJF R to ST-DJF, etc. Correct H's utterance; i.e., substitute a correct word for H's error. or complete broken sentence. (Do not code phonological correction.)

AN-DJF R to YQ-DJF. Negative answer to yes/no question. Including "no" to a negatively phrased question.

NA-DJF R to QN, YQ-DJF. Nonsatisfying answers to questions.

ND-DJF R to DP-DJF. Disagree with (not accept) the make-believe identity declared by previous S.

RA-DJF R to QN, YQ-DJF. Refuse to answer questions.

Associates:

EX-RHA Elicit completion of role learned text. See p.59

CX-RHA Complete text when demanded. See p.60

EI-RHA Elicit imitation of H's utterance by explicit demand ("say x"). See p.59.

MU-RHA Elicit imitation without explicit demand, by modelling it. See p.59.

RT-RHA Imitate H's utterance as a response to EI-RHA or MU-RHA. See p.60.

-CMO Commiserate with H's distress. See p.71.

-DRE Discuss a recent event. See p.41.

-DNP Discuss the non-present. See p.42.

-DHS Discuss H's thoughts and feelings. See p.43.

-DSS Discuss S's thoughts and feelings. See p.44.

-PSS Negotiate possession of objects. See p.45.

-MCA Mark completion of act or activity. State the fact that activity has been completed. See p.56.

VC-VCO Non-functional, word babble by children. See p 59.

XX-XXX Idiosyncratic words of children. See p.59.

DRE: Discuss a recent event. (4.2, p.23)

Code similarly to DJF, above.

7. Holding conversations on topics other than under joint focus of attention.

DNP: Discuss the non-present. (4.3, p.23)

Openers: (O)

ST-DNP Statements with falling intonation. Questions which are immediately answered with falling intonation.
-If statement is an answer to a question, code SA, AA, AN.
-If question is immediately answered by the same S with rising intonation, code YQ.
R: AP-DNP, DW-DNP, CT-DNP.

EC-DNP Elicit completion of word or sentence by H, e.g., of habitual sounds made by animals, etc.
R: SC-DNP.

QN-DNP Wh-questions. Requests to answer a wh-question.
R: SA-DNP, QA-DNP, VA-DNP, NA-DNP, RA-DNP.

YQ-DNP Yes/no questions. Statements with a rising intonation. Isolated tag-questions ("nachon?" "ken?"). Tagged statements. Wh-questions which are immediately answered with a rising intonation. Requests to answer a yes/no question.
R: AA-DNP, AN-DNP, QA-DNP, YA-DNP, NA-DNP, RA-DNP.

SI-DNP State intent to carry out an act in the far future.

PD-DNP Promise to carry out an act in the far future.

Positive responses: (P)

AP-DNP R to ST-DNP. Agree with proposition.

SC-DNP R to EC-DNP. Complete incomplete utterance by previous speaker in compliance with request to do so.

SA-DNP R to QN-DNP (statements).

AA-DNP R to YQ-DNP. Positive answer to yes/no questions. Including "yes" to a negatively phrased question.

QA-DNP R to QN-DNP, YQ-DNP. Wh-question given as reply to questions.

YA-DNP R to QN-DNP, VQ-DNP. Yes/no question given as reply to questions.

GI-DNP R to responses. Give in: accept H's last word to end argument.

Negative responses: (N)

AN-DNP R to YQ-DNP. Negative answer to yes/no questions. Including "no" to a negatively phrased question.

NA-DNP R to QN, YQ-DNP. Nonsatisfying answers to questions.

RA-DNP R to QN, YQ-DNP. Refuse to answer questions.

DW-DNP R to ST-DNP. Disagree with proposition.

CT-DNP R to ST-DNP, etc. Correct H's utterance; i.e., substitute a correct word for H's error.

DHS: Discuss Y's non-observable state. (4.4, p.23)

Openers: (O)

ST-DHS Statements with falling intonation. Questions which are immediately answered with falling intonation.
-If statement is an answer to a question, code SA, AA, AN.
-If question is immediately answered by the same S with a rising intonation, code YQ.
R: AP-DHS, DW-DHS, CT-DHS.

QN-DHS Wh-questions.
R: SA-DHS.

YQ-DHS Yes/no questions. Statements with a rising intonation. Isolated tag-questions ("nachon?", "ken?"). Tagged statements. Wh-questions which are immediately answered by the same S with a rising intonation.
R: AA-DHS, AN-DHS.

Positive responses: (P)

AP-DHS R to ST-DHS. Agree with proposition.

SA-DHS R to QN-DHS.

AA-DHS R to YQ-DHS. Positive answer to yes/no questions. Including "yes" to a negatively phrased question.

GI-DHS R to responses. Give in: accept H's last word to end argument.

Negative responses: (N)

AN-DHS R to YQ-DHS. Negative answer to yes/no questions. Including "no" to a negatively phrased question.

DW-DHS R to ST-DHS. Disagree with proposition.

CT-DHS Correct H's erroneous utterance; i.e., substitute a correct word for H's error. Complete broken sentences.

Associates:

-DJF Discuss H's observable behaviour, rather than inner states, feelings, sensations. See p 39

RQ-IPA (and others) Questions about H's wishes which are suggestions for H to do. See 1.1, p.19.

QN,YQ-DCA Demands for clarification or confirmation of the meaning of H's acts, e.g., whether H intended to communicate that he wants some object, etc. See p.72.

DSS: Discuss S's non-observable state. (4.5, p.23)

Openers: (O)

ST-DSS Statements with falling intonation. Questions which are immediately answered by the same S with a falling intonation.
-If statement is an answer to a question, code SA, AA, AN.
-If question is immediately answered by the same S with a rising intonation, code YQ.

EN-DSS Express positive emotion by addressing H with endearment.

EM-DSS Express distress, misery ("Oy") on one's own misfortune.
-If distress is over H's misfortune, code CMO, p.71.

WS-DSS Express a wish.

QN-DSS Wh-questions.
R: SA-DSS.

YQ-DSS Yes/no questions. Statements with a rising intonation. Isolated tag-questions. Tagged statements. Wh-questions which are immediately answered by the same S with a rising intonation.
R: AA-DSS, AN-DSS.

Postive responses: (P)

SA-DSS R to QN-DSS.

AA-DSS R to YQ-DSS. Positive answer to yes/no questions. Including "yes" to a negatively phrased question.

Negative responses: (N)

AN-DSS R to YQ-DSS. Negative answer to yes/no questions. Including "no" to a negatively phrased question.

Note: Other positive and negative responses code on the model of DHS.

Associates:

-DJF Discuss S's observable behauiour, rather then inner states, feelings, sensations. See p.30.

SI-IPA State intent to do; See 1.1, p.19.

(and others)

PSS: Negotiate possession of objects. (4.6, p.23)

Openers: (O)

DC-PSS Declare or claim that S (or H or some other person) is the possessor of an object. Might be request for repossession. R: YD-PSS, TO-PSS, ND-PSS, CS-PSS.

YQ-PSS Yes/no question about who is the possessor of an object. R: AA-PSS, AN-PSS.

QN-PSS Wh-question about who is the possessor of an object. R: SA-PSS.

Positive responses: (P)

YD-PSS R to DC-PSS. Agree to declarations or claims.

TO-PSS R to DC-PSS. Mark handing over of object claimed by H.

AA-PSS R to YQ-PSS. Answer affirmatively yes/no questions.

SA-PSS R to QN-PSS. Answer wh-questions.

Negative responses: (N)

ND-PSS R to DC-PSS. Disagree with declarations or claims.

AN-PSS R to YQ-PSS. Negative answer to yes/no questions.

CS-PSS R to DC-PSS. Counter-suggestion about who is the possessor.

8. Negotiating the initiation of a new activity.

IOQ: Initiate: Open-ended question about H's wishes. (19.1, p.27)

Openers: (O)

QN-IOQ Wh-question about H's wishes what to do next; activities not named.
R: SA-IOQ.

RQ-IOQ Yes/no question about H's wishes to engage in some (unnamed) activity.
R: AA-IOQ, AN-IOQ.

Positive responses: (P)

SA-IOQ R to QN-IOQ. Answer wh-questions.

AA-IOQ R to RQ-IOQ. Positive answer to yes/no questions.

Negative responses: (N)

AN-IOQ R to RQ-IOQ. Negative answer to yes/no questions.

Associates:

QN-DCA Demand clarification of H's act indicating that he wants something (e.g., "what do you want?"). See p.72

IPA: Initiate: Propose specific activity. (19.2, p.27)

Openers: (O)

RP-IPA Request, propose, suggest to H to start new activity. Express wish to engage in new activity. Offer and demand objects to play with. Direct attention to objects in order to suggest that H start acting on the objects.
R:AD-IPA, RD-IPA, GI-IPA, TO-IPA, SA-IPA, PF--IPA.

RQ-IPA Question H's wishes to engage in new activity when there is any element of suggestion.
R: AA-IPA, AN-IPA.

CS-IPA Counter-suggestion to start another activity, following a suggestion to i.e., continue a previous activity, functioning also as a refusal.
R: as to RP or RQ.

TO-IPA Mark transfer of object to H when it is mutually understood that object is given in order to initiate a new activity focussed on it.
R: TK-TKO, AD-IPA, RD-IPA.

DR-IPA Dare, challenge H to start new activity. Rhetorical questions about H's capacity to perform activity.
R: AD-IPA, RD-IPA.

TD-IPA Threaten H in order to get him to start new activity.
R: AD-IPA, RD-IPA.

SI-IPA State S's intent to start new activity. E.g., "I am going to do x." Let H know what is going to happen, not a request.
R: PA-IPA, PF--IPA, GI-IPA.

DS-IPA Scold H, disapprove of H's behaviour in order to get H to start new activity.
R: AD-IPA, RD-IPA.

FP-IPA Ask for permission to start new activity.
R: PA-IPA, PF--IPA.

DC-IPA Declare that a game is being played, as a means of initiating that game. Declare that a new activity is being performed.
R: YD-IPA, ND-IPA.

DP-IPA Declare that a phantasy game is being played. Declare that a phantasy reality is being operative in order to "frame" a new activity.
R: YD-IPA, ND-IPA.

QN-IPA Question about whereabouts of object which S has and is offering for H to play.
R: SA-IPA.

Positive response: (P)

AD-IPA R to RP, DS, DR, TD-IPA. Agree to proposals or requests to start new activity. Agree to do when challenged or threatened.
-If utterance marks giving of object on demand, code TO-IPA, below.
-If utterance marks showing, exhibiting object on demand ("Here is x"), code SA-IPA.

AA-IPA R to RQ-IPA. Answer affirmatively to questions about wishes.

PA-IPA R to SI-IPA, FP-IPA and RP-IPA. Permit H to carry out activity as he wishes.

GI-IPA R to RD-IPA and to RP-RPA and SI-IPA if insistence. Give in: accept other's refusal to start new activity, or other's insistence to start new activity.

TO-IPA R to RP-IPA. Mark giving of object to H when H demanded it to start new activity.

SA-IPA R to QN-IPA, RP-IPA, if RP calls for the showing of an object which S shows.

YD-IPA R to DP-IPA. Agree to go along with H's phantasy game.

Negative responses: (N)

RD-IPA R to RP, DR, DS, TO-IPA. Refuse proposals or requests to start new activity. Refuse to do when challenged or threatened.
R: GI-IPA, RD-IPA, QN-IPA.

AN-IPA R to RQ-IPA. Answer negatively to questions about wishes.

PF--IPA R to AI-IPA, FP-IPA, and RP-IPA. Forbid H to carry out activity, withhold permission. Code negative IPA, p.66.

ND-IPA R to DP-IPA. Refuse to go along with H's phantasy game.

Elaborations: (E)

ST-IPA Statements providing information about initiation of activity, e.g., the reasons for activity; object being ready to play with.

QN-IPA Wh-questions about matters to do with the initiation of new activity after activity has been agreed on in general. Questions about spcific details of activity, e.g. its focus. E.g., why to be engaged in it, how to do it, etc. Questions about why H refuses proposals.
R: SA-IPA.

SA-IPA R to QN-IPA.

YQ-IPA Yes/no questions about matters to do with initiation of activity, after activity has been agreed on.
R: AA-IPA, AN-IPA.

AA-IPA R to VQ-IPA. Positive answers.

AN-IPA R to YQ-IPA. Negative answers.

Associates:

--IPA Forbidding initiation of a new activity which H had proposed. See p.66.

YQ-DCA Asking whether H refuses when he does not respond to proposals. See p.72.

IPR: Initiate: Propose preparatory move. (19.3, p.28)

Openers: (O)

RP-IPR Request, propose, suggest to H a preparatory move for a new activity. Express wish to do preparatory move.
R: AD-IPR, RD-IPR, PF--IPR, GI-IPR, TO-IPR.

RQ-IPR Question H's wishes, if there is element of suggestion.
R: AA-IPR, RD-IPR.

TO-IPR Mark transfer of object to H when object is an accessory to new activity. Or, mark transfer of object when not for immediate play.
R: TK-TKO, AD-IPR, RD-IPR.

SI-IPR State S's intent to perform preparatory move. State that it is going to happen.
R: PA-IPR, PF--IPR, GI-IPR.

FP-IPR Ask for permission to perform preparatory move.
R: PA-IPR, PF--IPR.

Positive responses: (P)

AD-IPR R to RP-IPR. Agree to proposals.
R: GI-IPR, RD-IPR.

AA-IPR R to RQ-IPR. Answer affirmatively to questions about wishes.

TO-IPR R to RP-IPR. Mark transfer of object when demanded.

PA-IPR R to SI-IPR, RP-IPR and FP-IPR. Permit H to carry out intent.

GI-IPR R to RD-IPR and to RP-IPR or SI-IPR if insistence. Give in: accept other's refusal or insistence on doing.

GI--IPR R to PF--IPR. Give in: accept H's forbidding, prohibition.

Negative responses: (N)

RD-IPR R to RP-IPR. Refuse proposals.

AN-IPR R to RQ-IPR. Answer negatively to questions about wishes.
R: GI-IPR, RD-IPR.

PF--IPR R to SI-IPR, FP-IPR and RP-IPR. Forbid H to carry out intent, withhold permission.
R: GI--IPR, RD--IPR.

Elaborations: (E)

ST-IPR Statements providing information on preparatory moves.

QN-IPR Wh-questions about preparatory moves, after move has been agreed on, e.g., Where? How?
R: SA-IPR.

YQ-IPR Yes/no questions about preparatory moves, after move has been agreed on.
R: AA-IPR, AN-IPR.

IPM: Initiate: Propose performing move. (19.4, p.28)

Openers: (O)

RP-IPM Request, propose, suggest to H to perform a move of a game in order to initiate activity (i.e. game). Express wishes to do.
R: AD-IPM, RD-IPM.

RQ-IPM Question H's wishes, if there is element of suggestion.
R: AA-IPM, AN-IPM.

DR-IPM Dare, challenge H to perform move in order to initiate activity.
R: AD-IPM, RD-IPM.

EI-IPM Elicit imitation of utterance by explicit command in order to start new activity, when utterance is a move in activity.
R: RT-IPM.

MU-IPM Elicit imitation of utterance through modeiling in order to start new activity, when utterance is a move in activity.
R: RT-IPM.

SI-IPM State intent to perform move in activity in order to initiate activity. Statements about what is going to happen.
R: PA-IPM, PF--IPM.

FP-IPM Ask for permission to perform move.
R: PA-IPN, PF--IPM.

Positive responses: (P)

AD-IPM R to RP-IPM. Agree to proposals.

AA-IPM R to RQ-IPM. Answer affirmatively to questions about wishes.

PA-IPM R to SI-IPM, RP-IPM and FP-IPM. Permit H to carry out intent.

GI-IPM R to RD-IPM and to RP-IPM, SI-IPM if insistence. Give in: accept other's refusal or insistence on doing.

GI--IPM R to PF--IPM. Give in: accept H's forbidding/prohibition.

RT-IPM R to EI-IPM and MU-IPM. Imitate in compliance to a request.

Negative responses: (N)

AN-IPM R to RQ-IPM. Answer negatively to questions about wishes.
R: GI-IPM, RD-IPM.

RD-IPM R to RP-IPM. Refuse proposals.
R: GI-IPM, RD-IPM.

PF--IPM R to SI-IPM, FP-IPM and RP-IPM. Forbid H to carry out intent.
R: GI--IPM, RD--IPM.

ICS: Initiate: "Come and start". (18.2, p.27)

Openers: (O)

RP-ICS Request H to start activity, to come and play. Urge H to start. Request H to attend to the objects on which activity is to focus. -If request is repetition of proposal for new activity, code IPA.
R: AD-IPA, RD-IPA See pp.47-8.

RQ-ICS Question H's wishes to start activity.
R: AA-IPA, AN-IPA. See pp.47-8.

CL-ICS Call H in order to start activity when H is inattentive.
R: AD-IPA, RD-IPA. See pp.47-8.

ST-ICS Statements which suggest that H can begin to play, e.g., that object is ready for game to begin ("Here's the ball", after ball-play has been negotiated but has not started yet).
R: AD-IPA, RD-IPA. See pp.47-8.

QN-ICS Ask question on the whereabouts of object on which activity is to focus, in order to re-draw attention to it.

TO-ICS Mark transfer of object to H when transfer is done to get H to start acting on the object.

DS-ICS Disapprove of H's lapse of attention. Rhetorical questions, e.g., about what H is doing instead of paying attention to matters at hand.

9,13,14. Allocating roles, turns and moves in activities.

AMH: Offer next move to H. (15.1, p.26)
ARH: Offer role to H. (13.1, p.26)
OTH: Offer turn to H. (14.1, p.26)
OTT: Offer turn to third person. (14.3, p.26)

These types of interchanges are coded very similarly. Insert appropriate second code.

Openers: (O)

RP- Request, propose, express wishes about H taking role/turn/next move.
P: AD, RD, CS.

RQ- Question H's wishes about H's taking role/turn/next move.
R: AA, AN, CS.

DC- Declare that such is H's role/it is H's turn/it is 3rd person's turn.
R: YD, ND.

DP- Declare that H is playing make-believe role.
R: YD, ND.

TO-OTH Mark transfer of object, transfer signalling that it is H's turn to act.

Positive responses: (P)

AD- R to RP. Agree to take role/turn/move.

AA- R to RQ. Answer affirmatively questions about wishes.

YD- R to DC and DP. Agree with declaration, i.e., accept role/turn/turn for third person.

GI- R to RD, DW and to RP, DC, DP if insistence. Give in: accept H's refusal to take role/turn/move.

Negative responses: (N)

RD- R to RP. Refuse to take role/turn/move.
R: GI, RD.
-Refusals which are counter-suggestions are coded as CS.

CS- R to RP. Counter-suggestion for present H to take role, etc. (Code as O move).
R: AD, RD, CS.

AN- R to RQ. Answer negatively questions about wishes.

ND- R to DC and DP. Disagree with declaration, i.e., refuse role/turn/turn for third person.
R: GI, DC, DP.
-Disagreements which are counter-suggestions are coded as CS.

ARS: Demand role for S. (13.2, p.26)
DTS: Demand turn for S. (14.2, p.26)
AMS: Demand next move for S. (15.2, p.26)

These types of interchanges are coded very similarly. Insert appropriate second code.

Openers: (O)

DC- Declare that S is playing specified role/it is S's turn.
R: YD, ND.

DP- Declare that S is playing make-believe role.
R: YD, ND.

SI- State intent to take next move. State that it is going to happen.
R: PA, PF-.

FP- Ask for permission to take role/turn/next move.
R: PA, PF-.

RP- Demand role/turn/next move. Express wish to take role/turn/next move.
R: PA, PF-.

RQ- Ask if H wishes S to take role/turn/next move.
R: AA, AN, CS.

Positive responses: (P)

YD- R to DC, DP. Agree with declaration, i.e., grant role/turn to S.

PA- R to AI, FP, RP. Permit H to take role/turn/next move.

AA- R to RQ. Answer affirmatively to questions about wishes.

GI- R to ND or DC, DP if insistence. Give in: accept disagreement or insistance.

GI-- R to PF--. Give in: accept prohibitions.

Negative responses: (N)

ND- R to DC, DP. Disagree with declaration, i.e., do not grant role/turn to S.
R: AS, ND.
-Disagreements which are counter-suggestions are coded as CS.

CS- R to DC, DP, RQ. Counter-suggestion for present speaker to take role, etc. (Code O move).
R: AD, RD, CS.

PF-- R to AI, FP, RP. Forbid H to take role/turn/next move.
R: GI-, AI, etc.
-Prohibitions which are counter-suggestions are coded as CS.

AN- R to RQ. Answer negatively to questions about wishes.

10. Setting up rules of turn-taking.

RTT: Set rules of turn-taking. (2.7, p.21)

DC-RTT Declare that participants will take turns in activity.

11. Renewing/repeating an ongoing activity.

RRP: Renew:. Propose repetition of last unit of activity. (20.1, P.28)

Openers: (O)

RP-RRP Request, propose repetition, express wishes to repeat.
R: AD-RRP, AL-RRP, RD-RRP, CS-AEU, CS-AEA, CS-RNF, CS-IPA.

RQ-RRP Question H's wishes to repeat; yes/no question with one alternative.
R: AA-RRP, AN-RRP and CS.

QN-RRP Open-ended question about H's wishes or intentions to repeat. Questions about the whereabouts of objects which function as proposal to repeat (or to change focus of activity, if RNF).
R: SA-RRP, SA-AEU, SA-AEA.

TQ-RRP Two-alternative yes/no question about H's wishes to repeat.
R: AA-RRP, AN-RRP.

SI-RRP State intent to repeat. State that S will repeat.
R: PA-RRP, PF--RRP, AL-RRP.

FP-RRP Ask for permission to repeat.
R: PA-RRP, PF--RRP, AL-RRP.

Positive responses: (P)

AD-RRP R to RP-RRP. Agree to repeat.

AL-RRP R to RP-RRP, SI-RRP, FP-RRP. Agree or permit to repeat for the last time.

AA-RRP R to RQ-RRP, TQ-RRP. Answer affirmatively questions about wishes.

PA-RRP R to SI-RRP, FP-RRP. Permit to repeat.

GI-RRP R to RD-RRP end to SI-RRP, RP-RRP if insistence. Give in: accept other's refusal or insistence to repeat.

GI--RRP R to PF--RRP. Give in: accept H's forbidding to repeat.

SA-RRP R to QN-RRP.

Negative responses: (N)

RD-RRP R to RP-RRP. Refuse to repeat.
R: GI-RRP, RD-RRP.
-Refusals which are also counter-suggestions are coded the apropriate CS, e.g. AEU, p.69, RRC, p.56, AEA, p.67, or RNF, p.56.

AN-RRP R to RQ-RRP, TQ-RRP. Answer negatively to questions about wishes.

PF--RRP R to SI-RRP, FP-RRP and RP-RRP. Forbid to repeat. Declare that repetition is forbidden, or that it is "enough".
R: GI--RRP, RD--RRP or CS.

CS-AEU R to RP-RRP, RQ-RRP, etc. Counter-suggestion to end present sub-unit of activity rather than repeat it.

CS-AEA R to RP-RRP, RQ-RRP, etc. Counter-suggestion to end present activity rather than repeat last sub-unit of it.

CS-RNF R to RP-RRP, RQ-RRP, etc. Counter-suggestion to change the focus of activity rather than repeat last sub-unit.

CS-RRP R to RP-RRP, RQ-RRP, etc. Counter-suggestion to start a new activity rather than repeat last sub-unit of present one.

Associates:

-RCN Renew: Propose continuation of activity. See p.35.

-MOR Propose addition of a recursive act. See 2.6, p.20.

RRC: Renew: Propose repetition of last unit of activity with role change. (20.2, p.28)

Code similarly to RRP, above.

RNF: Renew: Propose a new focus of activity. (12.2, p.25)

Code similarly to RRP, above.

MOR: Propose addition of a recursive act. (2.6, p.20)

Code similarly to RRP, above.

12. Performance of verbal moves in games and other activities.

PRO: Perform verbal move. (1.5, p.19)

Note: each game is coded as a different interchange type. PRO is not a code in the system.

PR-PR1 Say or sing words for swinging game ("nad-ned") while playing.

PR-PR2 Say words in "peek-a-boo" game (e.g., "kuku").

PR-PR3 Say words in a jumping game ("Hoppa").

PR-PR4 Telephone talk while talking on phone.

PR-PR5 Say or sing words for "pat-a-cake" ("mechi kapayim") when accompanied by clapping or when attempting to elicit clapping.

PR-PR6 Say or sing "ring around the rosy" ("uga-uga") when accompanied by dancing or when attempting to elicit dancing.

PR-PR7 Say words of songs, whether heard at that time or not.

PR-PR8 Say words in rolling game (e.g., to signal that object left S or arrived at H).

PR-PR9 Say words in honking game (e.g., "beep").

PR-PRT Say words in tickling game (e.g., "digi digi").

PR-PRR Say words in horse-riding game (e.g., "dio dio")

PR-PRG General category: Perform verbal move in games not mentioned above.

SF-PRS Speak for (i.e., instead of) an inanimate object (toy). *!!* ADD UTTERANCE to end of file and code it for the act performed, as if it were, BY THE TOY. Mark by <$> before code (in the appendix).

15. Directing H to do - regulating H's next move.

AFH: Ask for help. (22.1, p.29)

Openers: (O)

RP-AFH Request help (service) or ask for help from H. Demand object from H, except in order to initiate new activity. Direct attention to objects in order to get H to act on the object for S's sake. Ambigous indirect requests code according to literal intent.
R: AD-AFH, RD-AFH, TO-AFH, GI-AFH, PF--AFH, SA-AFH, PD-AFH.

RQ-AFH Question about H's wishes to help.
R: AA-AFH, AN-AFH, TO-AFH.

CL-AFH Call H in distress in order to obtain his help.
-If S is not in distress but merely asks for service by using H's name, code RP-AFH.

TO-AFH Mark handing over of object to H in order to be helped with it.

QN-AFH Wh-question: ask for information necessary for S's next act.
R: SA-AFH, RD-AFH.

YQ-AFH Yes/no question: ask for information necessary for S's next act.
R: AA-AFH, AN-AFH, RD-AFH.

Positive responses: (P)

AD-AFH R to RP-AFH. Agree to do as requested. Positive answer about S's wishes to help.

GI-AFH R to RD-AFH or to RP-AFH if insistence. Give in: accept H's refusal or insistence.

TO-AFH R to RP-AFH if request was for handing object over. Mark handing object over in compliance with H's request for help.

SA-AFH R to QN-AFH. R to RP-AFH in case request was for finding/showing an object and response is "Here is x".

AA-AFH R to YQ-AFH and RQ-AFH. Answer affirmatively yes/no questions. Including "yes" to negatively phrased questions.

Negative responses: (N)

RD-AFH R to RP-AFH, QN-AFH, YQ-AFH. Refuse to do as requested. Refuse to answer AFH questions. State that it is impossible to do as requested -- if functions as refusal.
R: GI-AFH.

PF--AFH R to RP-AFH. Forbid H to perform act for which H had asked help. Refusals which declare that act is forbidden.

AN-AFH R to YQ-AFH and RQ-AFH. Answer negatively yes/no questions. Including "no" to negatively phrased questions.

PD-AFH R to RP-AFH. Promise to help later, i.e., refuse to help at once.

Elaborations: (E)

ST-AFH Statements explaining request for help, or reasons for refusing etc, if in addition to requests or refusals, etc.

QN-AFH Wh-questions about request for help, e.g., for reasons for request.
R: SA-AFH.

YQ-AFH Yes/no questions about request for help.
R: AA-AFH, AN-AFH.

Associates:

-RHA Requests, etc., to do not for S's sake. See next category.

RHA: Regulate H's acts. (21.1, p.28)

Openers: (O)

RP-RHA Request, propose that H perform an act or that H perform an act in a certain way. Demand that H take object in order to act on it. Direct attention to object in order to get H to act on it, except to point to it or show it.
R: AD-RHA, RD-RHA, GI-RHA.

RQ-RHA Question H's wishes to perform an act.
R: AA-RHA, AN-RHA.

SS-RHA Signal to start: give a signal to H to start performing an action, e.g., to run, to roll ball, etc. ("One, two, three!"). Pace performance of acts by hearer.

TO-RHA Mark handing over of object to H in order that H act on it.

EI-RHA Elicit imitation of S's utterance by explicitly demanding it ("say x").
R:RT-RHA.
!! ADD UTTERANCE to end of file and code it for the act MODELLED by the model. Mark utterance by <"> before code (in the appendix).

MU-RHA Elicit imitation of S's utterance by modelling utterance without explicitly demanding it.
R: RT-RHA.
!! ADD UTTERANCE to end of file and code it for the act MODELLED by the model. Mark utterance by <"> before code (in the appendix).

EX-RHA Elicit completion of role learned text e.g. poem.
-If completion of word is elicited, code EC-DJF, p.39.
R: CX-RHA.

DC-RHA Declare general rule created by S. DO rules only.
-If utterence makes reference to script rule, i.e., one that exists independently of S, code ST below.
R: YD-RHA, ND-RHA, AD-RHA, RD-RHA.

ST-RHA State; provide information necessary or helpful for H to perform next act; describe script-rule ("now one does so and so").
-If the utterance is an indirect request with a declarative mood, and it does not provide information for H to act on, code RP-RHA.
R: AP-RHA, DW-RHA.

QN-RHA Wh-question about how to perform act, what to do, etc, addressed to H as a hint for his performance of act.
R: SA-RHA.

TD-RHA Threaten H in order to make him perform act.
R: AD-RHA, RD-RHA.

Positive responses: (P)

AD-RHA R to RP, DC, TD-RHA. Agree to do as requested.

AA-RHA R to RQ-RHA. Positive answer to question about S's wishes to do.

RT-RHA R to EI-RHA and MU-RHA. Imitate H's utterance when requested to do so.
R: AP-RHA, DW-RHA, CT-RHA.

AP-RHA R to ST-RHA, RT-RHA. Agree to statements.

YD-RHA R to DC-RHA. Agree to declarations.

GI-RHA R to RD-RHA. Give in: accept H's refusal to do.

QN-RHA R to RP-RHA, etc. Wh-question about how to perform act demanded from present speaker.
R: SA-RHA.

SA-RHA R to QN-RHA.

CX-RHA R to EX-RHA. Complete role-learned text as demanded.

Negative responses: (N)

RD-RHA R to RP, DC, TD-RHA. Refuse to do as requested. Statement about impossibility to comply if functions as a refusal.
R: GI-RHA.

AN-RHA R to RQ-RHA. Negative answer to question about S's wishes to do.

DW-RHA R to ST-RHA, RT-RHA. Disagree with statements.

ND-RHA R to DC-RHA. Disagree with declarations.

PD-RHA R to RP-RHA. Promise to comply later, refuse to comply at once.

Elaborations: (E)

WD-RHA Warn H of danger in carrying out his act - but S does not attempt to stop H from carrying out act.
-If S does attempt to stop H, code -RHA, p.61.

ST-RHA Statements providing information about the directive, e.g., explaining reasons for giving it.

Associates:

-AFH Requests, etc., to do for S's sake. See previous category.

16. Directing H not to do - stopping/preventing H's act.

-RHA: Stop/prevent H's act (Negative Regulate H's act). (16.3, p.26)

Openers: (O)

PF--RHA Prohibit or forbid H's act or act desired by H. Request to stop. Declare that act is forbidden. Rhetorical questions whether act is forbidden (or permitted) when it is mutually understood that it is forbidden.
R: AD--RHA, RD--RHA.

DS--RHA Disapprove of H's act in order to stop/prevent it. Rhetorical questions about what H is doing.
R: AD--RHA, RD--RHA.

ED--RHA Exclamation of disapproval over H's act ("fuya!").
R: AD--RHA, RD--RHA.

RP--RHA Request to do something which would effectively end/stop H's act.
R: AD--RHA, RD--RHA.

TD--RHA Threaten H not to perform forbidden act.
R: AD--RHA, RD--RHA.

WD--RHA Warn H of danger or consequences if he performs act in order to stop/prevent act.
R: AD--RHA, RD--RHA.

CL--RHA Call H in order to stop him from performing act.

Positive responses: (P)

AD--RHA R to PF, DS, ED, RP, TD, WD--RHA. Agree to stop/not do forbidden act.

GI--RHA R to RD--RHA. Give in: accept H's refusal.

Negative responses: (N)

RD--RHA R to PF, DS, ED, RP, TD, WD--RHA. Refuse to stop/not do forbidden act.
R: GI--RHA.

PD--RHA R to RP etc --RHA. Promise to comply later, refuse to comply at once.

Elaborations: (E)

ST--RHA Statements providing information about prohibition, e.g., explaining the reasons for prohibition. State that H is performing prohibited act, i.e., remind H.

QN--RHA Wh-questions which provide or demand information about reasons to stop act.
R: SA--RHA.

SA--RHA R to QN--RHA. Responses to wh-questions.

YQ--RHA Yes/no questions which provide or demand information about reasons to stop act.
R: AA--RHA, AN--RHA.

AA--RHA R to YQ--RHA. Positive reply to yes/no question.

AN--RHA R to YQ--RHA. Negative reply to yes/no question.

Associates:

--IPA Prevent new activity. See p.66.

-AEA Attempt to end activity. See p.67.

MHP: Make H pause in action. (2.11, p.21)

RP-MHP Request that H pause in action, wait until resuming action.

SI-MHP State intent to do something while H pauses.

17. Directing S's actions.

RSA; Regulate S's act. (21.2, p.29)

Openers: (O)

SI-RSA State intent to carry out an action in the immediate future. E.g., "I am going to do x". Let H know what is going to happen, not a request.
R: PA-RSA, GI-RSA, PF--RSA.

FP-RSA Ask for H's permission to carry out an act. Statement with question intonation or with permission tags.
R: PA-RSA, GI-RSA, PF--RSA.

ST-RSA State information necessary or helpful in directing the self's act.

PD-RSA Promise to carry out an act desired by H in the immediate future.

RP-RSA Request to do addressed to self.

QN-RSA Asking oneself wh-questions for information about next act, e.g., how to do it.
-If question is addressed to H, code AFH, p.58.
R: SA-RSA.

YQ-RSA Yes/no question for information about next act, addressed to self.
-If question is addressed to H, code AFH, p.58.
R: AA-RSA, AN-RSA.

Positive responses: (P)

PA-RSA R to SI-RSA, FP-RSA. Permit S to carry out intended action.

GI-RSA R to SI-RSA, FP-RSA if insistence. Give in: permit S to carry out intended action.

GI--RSA R to PF--RSA. Give in: give up intended action.

SA-RSA R to QN-RSA. Replies to wh-questions.

AA-RSA R to YQ-RSA. Positive answer to yes/no question.

Negative responses: (N)

PF--RSA R to SI-RSA, FP-RSA. Forbid S to carry out intended action.
R: SI-RSA, FP-RSA, GI--RSA.

AN-RSA R to YQ-RSA. Negative answer to yes/no question.

Elabgrations: (E)

ST-RSA Statements providing information about intended action, e.g., reasons.

QN-RSA Wh-questions about intended action, addressed to S, after he stated intention to act.

YQ-RSA Yes/no questions about intended action.

OHH: Offer to help H. (22.2, p.29)

Openers: (O)

RP-OHH Propose to help H, express wish to help. Request act from H which will enable S to help him. Offer object which is not for H's consumption, nor for H to play with, but merely for H to have in his possession.
-If utterance offers object for H's consumption, code RP-RHA.
R: AD-OHH, RD-OHH.

RQ-OHH Question H's wishes to be helped.
R: AA-OHH, AN-OHH.

SI-OHH State intent to help H. State what S will do for H.
R: PA-OHH, PF--OHH, CS-AMS, CS-ARS.

FP-OHH Ask for permission to help H.
R: PA-OHH, PF--OHH.

PD-OHH Promise to help H in future.

Positive responses: (P)

AD-OHH R to RP-OHH. Agree to be helped.

AA-OHH R to RQ-OHH. Answer affirmatively to questions about wishing to be helped.

PA-OHH R to SI-OHH, FP-OHH. Permit H to help.

GI-OHH R to RD-OHH. Give in: accept refusal to be helped.

GI--OHH R to PF--OHH. Give in: accept prohibition to help.

Negative responses: (N)

RD-OHH R to RP-OHH. Refuse to be helped.
R: GI-OHH.

AN-OHH R to RQ-OHH. Answer negatively to questions about wishing to be helped.
R: GI-OHH.

PF--OHH R to SI-OHH, FP-OHH. Forbid H to help.
R: GI--OHH.

18. Evaluating H's & S's actions.

EHP: Evaluate H's performance. (5.1, p.23)
ESP: Evaluate S's performance. (5.2, p.24)

These two categories are coded similarly; insert appropriate second code.

Openers: (O)

PM- Praise H's/S's motor (nonverbal) performance as (correct).

AB- Approve of H's/S's behaviour as appropriate, "nice", acceptable.

ET- Exclamation of enthusiasm, for H's or S's nonverbal performance.
-If enthusiasm is for an object or event rather than for action, code DJF.

CR- Criticize H's/S's motor (nonverbal) performance as incorrect.
-If behaviour is forbidden rather than incorrect, code DS.

DS- Disapprove of H's/S's action.
-If disapproval is used to stop/prevent H's action, code AEA, p.67, -IPA, p.66, -RHA, p.61.

ED- Exclamation of disapproval at H's/S's action.
-If ED is used to stop/prevent H's action, code AEA, -IPA, -RHA. See DS.

YQ- Yes/no question asking for H's evaluation of H's/S's action.
-If question is ambiguous between evaluation and marking completion, code MCA (see below).
R: AA, AN.

Associates:

ST-MCA Marking that an action has been completed. See p.69.

YQ-MCA Asking whether action has been completed to H's satisfaction. See p.69.

19. Stopping, ending and preventing activities.

-IPA: Prevent new activity (Negative initiate new activity). (19.5, p.28)

Openers: (O)

PF--IPA Prohibit or forbid activity desired by H. Request not to do. Declare that activity is forbidden. Rhetorical questions whether activity is permitted when it is mutually understood that it is not.
-If utterance is refusal rather than prohibition to be engaged in new activity, code AEA, p.67.
-If activity has started already, code AEA, p.67.
R: AD--IPA, RD--IPA & positive IPA, see p.46.

DS--IPA Disapprove of H's intended activity. State that H is wrong in intending activity. Disapproval is expressed as means of forbidding activity.
R: AD--IPA, RD--IPA & positive IPA, see p.46.

ED--IPA Exclamation of disapproval over H's intended activity. ("Vay!, "fuya")
R: AD--IPA, RD--IPA & positive IPA, see p.46.

RP--IPA Request to do something which would prevent intended activity. E.g., move away, leave alone.
R: AD--IPA, RD--IPA & positive IPA, see p.46.

TD--IPA Threaten hearer not to perform forbidden activity.
R: AD--IPA, RD--IPA & positive IPA, see p.46.

WD--IPA Warn H of consequences if he performs forbidden activity.
R: AD--IPA, RD--IPA & positive IPA, see p.46.

CL--IPA Call H in order to prevent his starting intended activity.

Positive responses: (P)

AD--IPA R to PF, DS, ED, RP, TD, WD--IPA. Agree not to perform forbidden activity.

GI--IPA R to RD--IPA. Give in: accept H's refusal not to perform forbidden activity.

Negative responses: (N)

RD--IPA R to PF, DS, ED, RP, TD, WD--IPA. Refuse not to perform forbidden activity.
-Refusals which are counter-suggestions are coded CS, positive IPA, p.46.
R: GI--IPA, PF, etc --IPA.

Elaborations: (E)

ST--IPA Statements providing information about prohibition, e.g., explaining prohibition by characteristics of object (as dirty or inappropriate); by impossibility to perform activity; by reference to script rules (not according to what should be done now), or any other statement functioning to help forbid activity.

QN--IPA Wh-questions to do with reasons, etc, for forbidding activity.
R: SA--IPA.

YQ--IPA Yes/no questions, statements with rising intonation to do with reasons, etc, for forbidding activity.
R: AA--IPA, AN--IPA.

SA--IPA R to QN--IPA.

AA--IPA R to YQ--IPA. Affirmative answers. Including "yes" to negatively phrased questions.

AN--IPA R to YQ--IPA. Negative answers. Including "no" to negatively phrased questions.

Associates:

-AEA End/stop activity after it has been started. See next category.

AEA: Attempt to end activity. (11.3, p.25)

Openers: (O)

SI-AEA State intent to end joint activity. State what is going to happen. Inform H of S's plan of action.
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6; PA-AEA, PF-AEA.

RP-AEA Attempt to get H to end activity: request, propose, express wishes to end activity. Request H to perform act which would end activity, e.g., to give to S an object on which activity is focussed.
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6; PA-AEA, PF-AEA.

RQ-AEA Question H's wishes about ending activity.
R: AA-AEA, AN-AEA, CS Renewal codes, pp.55-6.

ST-AEA Give reasons to end activity if functions as an indirect request and not a support for a request.

DC-AEA Declare that activity is over or that participants have had "enough" of it- in order to end it.
-If activity has already been completed, code MCA, p.
R: AD-AEA, RD-AEA, ND-AEA, CS Renewal codes, pp.55-6.

DS-AEA Disapprove of H's activity in order to stop it. Rhetorical questions expressing dissapproval, e.g., "What are you doing?".
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6.

ED-AEA Exclamation of disapproval over H's activity ("vay!", "fuya").
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6.

PF-AEA Prohibit or forbid H's activity. Request to stop, declare that activity is forbidden. Rhetorical questions whether activity is permitted when it is mutually understood that it is not.
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6.

TD-AEA Threaten H in order to stop him from performing activity.
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6.

WD-AEA Warn H of consequences in order to stop him from performing activity.
R: AD-AEA, RD-AEA, CS Renewal codes, pp.55-6.

CL-AEA Call H in order to stop him from continuing activity.

PM-AEA Promise to end activity soon.

Positive responses: (P)

AD-AEA R to AI, RP, DC, DS, ED, PF, TD, WD-AEA. Agree to end or stop activity.

AA-AEA R to RQ-AEA. Answer affirmatively to questions about wishing to end activity.

PA-AEA R to SI, RP-AEA. Permit H to stop/end activity.

GI-AEA R to RD, ND-AEA. Give in: accept H's refusal to end or stop activity.

Negative responses: (N)

RD-AEA R to AI, RP, DC, DS, ED, PF, TD, WD-AEA. Refuse to end or stop activity.
R: GI-AEA, SI, etc, AEA.
-Refusals which are counter-suggestions are coded by CS Renewal codes. See pp.55-6.

AN-AEA R to RQ-AEA. Answer negatively to questions about wishing to end activity.
R: GI-AEA, SI, etc. AEA.
-Refusals which are counter-suggestions are coded by CS Renewal codes. See pp.55-6.

ND-AEA R to DC-AEA. Disagree with declaration that activity has ended.
R: GI-AEA, SI, etc, AEA.

PF-AEA R to SI, RP-AEA. Forbid H to stop/end activity.

Elaborations: (E)

ST-AEA Statements explaining reasons for ending or stopping activity, if given subsequently to an opener requesting, etc, to stop/end activity. E.g., refer to characteristics of object (as dirty or inappropriate), impossibility of continuing activity; reference to script rules. Any other statement functioning to help stop activity, if given as a support to the directive.
-If statement functions as a request code as an "opener" ST-AEA.

QN-AEA Wh-questions to do with reasons, etc, for stopping or ending activity.
R: SA-AEA.

YQ-AEA Yes/no questions, statements with rising intonation to do with reasons, etc, for stopping or ending activity.
R: AA-AEA, AN-AEA.

SA-AEA R to QN-AEA.

AA-AEA R to YQ-AEA. Affirmative answers. Including "yes" to negatively phrased questions.

AN-AEA R to YQ-AEA. Negative answers. Including "no" to negatively phrased questions.

Associates:
--RHA Stop/prevent act; negative RHA. See p.61.

-MCA Mark completion of activity. See p.69.

-AEU Attempt to end sub-unit of activity. See next listing.

AEU: Attempt to end sub-unit of activity. (12.3, p.25)

Code similarly to AEA.

MCA: Mark completion of action. (3.6, p.22)
Openers: (O)
ST-MCA State the fact that an act or activity has been completed or has ended.
-If utterance functions to bring activity to end rather than mark a fait accompli, code AEA, p.54.

YQ-MCA Yes/no question asking H whether act/activity has been completed to his satisfaction, or whether activity has indeed ended.
R: AA-MCA, AN-MCA.

Positive responses: (P)
AA-MCA R to YQ-MCA. Positive answer to yes/no question. Answering "yes" to negatively phrased questions.

Negative responses: (N)
AN-MCA R to YQ-MCA. Negative answer to yes/no question. Answering "no" to negatively phrased question.

Associates:
-AEA Bringing an activity to close. See p.67.

--RHA Stopping or preventing an act. See p.61.

-EHP Evaluating H's actions. See p.65.

20. Marking events: Socially expected verbal interchanges.

MTH: Thank. (3.7, p.22)
Openers: (O)
MK-MTH Thank H for a helpful act performed for S's advantage.
R: PT-MTK.

Positive responses: (P)
PT-MTK R to MK-MTK. Politely acknowledge thanking.

MPG: Politely wish a good appetite. (3.8, p.22)

MK-MPG Politely wish good appetite.

MPS: Politely bless on sneezing. (3.9, p.22)

MK-MPS Politely bless on sneezing.

MNC: Mark new clothes. (3.16, p.22)

MK-MNC Politely bless on wearing new clothes.

MCN: Congratulate. (3.10, p.22)

MK-MCN Congratulate on festive occasion such as birthday, anniversary.

MAZ: Apologize. (3.11, p.22)

MK-MAZ Apologize for having harmed H.

MEE: Mark exertion of effort. (3.12, p.22)

MK-MEE Exclamation marking effort exerted in pushing, etc. ("hoppa!").

MEB: Mark swallowing of food. (3.13, p.22)

MK-MEB Exclamation marking swallowing, closing mouth on food ("ham!").

MEF: Mark falling of object. (3.14, p.22)

MK-MEF Exclamation marking the falling, bursting, breaking of an object ("hoppa!", "boom!").

MEH: Mark H's falling. (3.15, p.22)

MK-MEH Exclamation marking fall or stumble, etc, of H ("hoppa!", "boom!").
-If exclamation expresses distress, code CM-CMO. See p.71.
-If exclamation marks distress over S's fall, code EM-DSS, see p.44.

CMO: Comfort. (3.1, p.21)

CM-CMO Commiserate, offer condolences, show sympathy. Utterance must include either an explicit expression of S's feelings or a mirroring of H's feelings. Exclaim in distress over H's misfortune ("Oy", "Vay", "Ya"). Inquiring about H's feelings or whether a misfortune befell him, if accompanied by expressions of commiseration. Utter endearment as an act of commiseration.
-If expressions of commiseration are absent and utterance merely describes a potentially distressing event (such as H's falling), code DRE, p.41. If event is marked rather than described, code MK-MEH, above.

RP-CMO Offer to alleviate H's distress by, e.g. kissing him.

21. Metacommunication: Demand clarification or confirmation of H's meaning.

DC: Demand clarification of verbal communication and word-like vocalizations. (61 p.24)
DCA: Demand clarification of action (or non-action). (6.2, p.24)

These two types are coded similarly; insert appropriate second code.

Openers: (O)
RR- Re-run request, e.g. "what?". Request to repeat or rephrase utterance.
R: Code as the original utterance.

QN- Wh-question except the bare "what?".
-If question follows CAL, code QN-CAL. See p.34.
R: SA.

YQ- Yes/no question. Demands for confirmation of affirmative or negative answers.
-If question follows CAL, code YQ-CAL. See p.34.
-If question is a request for agreement with S's opinions rather than aimed to clarify what H meant in a previous utterance, code YQ-DJF or YQ-DNP, etc, but not as DCC or DCA.
R: AA, AN.
!! ADD UTTERANCE to the end of the file and code it for the act which is being clarified, e.g., RP-AFH. Mark utterance by <?> before code (in the appendix).

TQ- Two-alternative yes/no question.
R: AA, AN.

RP- Request for clarification or confirmation. ("Tell me...").
R: SA.

ST- Declare that H's utterance/act was not clear to S.

Positive responses: (P)
SA- R to QN. Answer to wh-question. S may answer own question.

AA- R to YQ. Affirmative answer to yes/no question. S may answer own question.

ST- R to SA, AA, AN. State that utterance was understood.

Negative responses: (N)
AN- R to YQ. Negative answer to yes/no question. S may answer own question.

Associates:
-DHS Discuss H's non-observable state. Questions about H's feelings, physical states, etc. See 4.4, p.23.

RP-IPA Proposals; questions about H's wishes not triggered by H's verbal or nonverbal communications. See 11.2, p.25.

22. Vocalizations by infants.

VCO: Word babble. (7.2, p.24)

Openers: (O)

VC-VCO Phonetically well-formed words without obvious function. Child code.
R: AC-SAT, DCC, DJF, DNP.

Responses:

AC-SAT Acknowledge utterance, see 1.7, p.9, and SAT, p.34.

-DCC Demand clarification of H's utterance, see 6.2, p.24, and DCC, p.72.

-DJF Discuss joint focus of attention, when vocalization is a trigger to the discussion in spite of its being clearly non-functional. See 4.1, p.23, and DJF, p.30.

-DNP Discuss the non-present, when vocalization is a trigger to the discussion in spite of its being clearly non-functional. See 4.3, p.23, and DNP, p.42.

XXX: Idiosyncratic words. (7.1, p.24)

XX-XXX Idiosyncratic words, not comprehended by H but reacted to (except by imitation). Child code.
R: AC-SAT, DCC. See references at last category.

PART 6. Book-reading: Coding guidelines.

Labelling statements ("X", "This is an x", "Here is an x").	
-H is not attending, S is pointing out picture on open page.	ST-DHA
-H is already looking at the picture; has pointed at it.	ST-DJF
Descriptive statements (actions, attributes).	
-H is not attending, S is pointing out picture on open page.	ST-DHA
-H is already attending to picture, S describes what is seen on page.	ST-DJF
-H is attending, S describes non-observable characteristics of the depicted, e.g., typical noises animals make, similar objects H has seen or owns.	ST-DNP
Responses to statements.	
-child repeats label or description.	RT-DJF,DNP
-positive feedback, agreeing, M imitating child with falling intonation.	AP-DJF,EHP
-negative feedback, disagree with, M imitating child with rising intonation.	DW-DJF,DNP
-repeating unclear labels with rising intonation.	YQ-DCC
-correcting incorrect labels.	CT-DJF,DNP
Requests to tell, say.	
-non-specific, "tell the book".	RP-RHA
-specific, "say X", eliciting imitation.	EI-RHA
-requests unseparable from questions.	as a question
Imitating as compliance to EI.	RT-RHA
Requests to look at picture ("look, an x", "look at x").	RP-DHA
Request to show picture.	RP-DJF
Requests to act on picture ("Smell x").	RP-RHA
Requests to act on picture that are immediately fulfilled by S.	RP-RSA
Where-questions ("Where is the x?"), picture on page.	QN-DJF
-Rhetorical questions, S is pointing out picture, directing H's attention to picture.	QN-DHA
-on unseen pictures in other parts of book	QN-DNP
Answers to where-questions ("Here/there is x", "X").	
-H or S point out picture asked for, indicate picture.	SA-DHA,DJF
-H or S states whereabouts of picture.	SA-DHA,DJF
-H imitates (part of) where-question without pointing out picture.	RT-DJF
Questions other than where-guestions.	
-on pictures already attended to: wh-questions.	QN-DJF
: yes/no questions.	YQ-DJF
-on non-observable attributes, associations: wh-questions.	QN-DNP
: yes/no questions.	YQ-DNP
-questions which are immediately answered, even nonverbally.	ST
Answers to questions: to QN	AS
: to YQ	AA,AN
: to both	QA,YA
: nonsatisfying	NA
: refuse to answer	RA

PART 7. Transcription rules.

Transcribe utterances addressed from mother to child, from child to mother, and from each to inanimate objects only. Do not transcribe speech to other persons or to pets.

Transcribe all utterances in their normal spelling regardless of phonetic distortions.

The transcripts should include (or exclude) the following vocal behaviours:

Mother's speech:

Include:

1) Exclamations which are conventional ("oy", "hoppa").
2) Nicknames, even if babble-like.
3) Activity songs, i.e., accompanied by dancing, clapping ("uga,uga").
4) False starts immediately corrected.
5) Broken and unfinished utterances.
6) Incomprehensible utterances, transcribe as <...>.

Exclude:

1) Babble, imitation of babble.
2) Singing except for activity songs.
3) Reading text of books except for short descriptive sentences presented by the mother as her own spontaneous utterances.

Child's speech:

Include:

1) Word-like utterances if functional, e.g., demand, label.
2) Word-like utterances, which are nonfunctional, if parent reacts to them.
3) Obscure non-word like utterances to which parent reacts except by imitation.
4) Incomprehensible utterances, transcribe as <...>.

Exclude:

1) Babble to which the parent does not react or which he imitates.
2) False starts immediatly corrected by child

PART 8. Rules for dividing the corpus into codable units.

A codable unit is an utterance which has an intonational sentence-contour; which is separated by pauses from other locutions of the same speaker; and which has a unitary function in the interaction.

Two utterances which are joined by a shared sentence-contour and are not separated by pauses are SEPARATED into two units if:

1. The utterances are repetitions - with or without rephrasing - of a whole sentence which is two or more words long.

2. The utterances are clauses of a compound sentence which differ in their function (i.e., act category).

3. One-word sentences followed by an utterance which serves a different function, e.g., "Right" ("nachon"); "Yes" ("ken"); "Enough" ("dai"); "That's it" ("zehu"); "Good" ("tov"); "Now" ("achshav").

Two or more utterances are considered as ONE UNIT if they are joined by a shared sentence-contour and serve the same function:

1. The utterances are repetitions of a single-word sentence (or exclamation) within the same sentence-contour, and are not separated by a clear pause. E.g., "No, no, no!" ("lo, lo, lo!).

2. The utterances are clauses of a compound sentence which have the same function: "Nu" + request; "Yes" ("ken") + praise; "Enough" ("dai") + marking end of act; "No" ("lo") + refusal, prohibition or counter-suggestion.

3. Some one-word sentences followed by an utterance which has a similar function: "Look" ("tire") + clause specifying object to look at; "Here" ("hine") + request to take; "Come on" ("bo") + request or question, unless actually requesting movement.

4. Exclamations, e.g., "Oy" followed by "regular" sentences having the same function.

5. Questions which are immediately answered by the same speaker (coded as statements).

6. Tags join with the sentences they tag, unless there is a long pause between them.

PART 9. General coding and indexing rules: the format of the computer file.

Each line of the computer file includes the following:

TEXT = One codable unit. Each unit ends with a punctuation mark, i.e., period, question mark, exclamation mark, or comma. Utterances which had been separated from a compound sentence begin with a comma, if the utterance is the second or later clause of the original sentence.

INDEX NUMBER. A four-digit number uniquely identifying the utterance. Derived from the time-marking of the videotape, or from the tape counter.

SPEAKER CODE. A "+" marks that the speaker of the utterance was the child. The mother's utterances are left unmarked.

VERBAL ACT CODE. A three part code:
A two letter SPEECH ACT CODE.
A three letter TYPE OF VERBAL INTERCHANGE CODE.
A one-letter MOVE CODE.
The three parts are separated by dashes.

RESPONSE INDEX NUMBER. The index number of the utterance to which the present utterance is a response. If their are several utterances anteceding the present one (e.g., repeated requests), the index number of the last antecedent is the response index. Utterances marked are "responses" and SAT & DCC type acts only. Note that "responses" might have different verbal interchange codes than their opening moves, e.g., AD-IPA to RP-ICS.

The following is an example of two lines of a file:

TEXT	Index	Special Code*	Speaker Code	Act Code	Response Index
Do you want to make tea for me?	0415			RP- IPA-O	
No.	0417		+	RD- IPA-N	0415

* The Special Code appears only in the Appendix and will be discussed in the following.

SINGLE CODING. Each codable unit is coded only by one VERBAL ACT CODE, and takes up only one line of the file. Exceptions are SPECIAL UTTERANCES.

SPECIAL UTTERANCES are appended to the was for he file in addition to their chronologically placed appearance in the file. Special utterances are: models for imitation; yes/no questions for clarification and confirmation; speaking for (instead of) an inanimate object. Special utterances are transformed in the appendix to the form they model, i.e., without question mark for clarification questions; without "say" for eliciting imitation. "You" is written in parenthesis. Special utterances are marked in the appendix of the file by a

SPECIAL UTTERANCE CODE: " for models.
? for clarification questions.
$ for speaking instead of inanimate object.

The SPECIAL UTTERANCE CODE appears in the appendix to the left of the SPEAKER CODE Special utterances are coded for the verbal act that they MODEL in the appendix of the file. Their INDEX NUMBER is 4000 plus their index number in the file for 30-minute tapes, and 40000 plus their index number in the case of longitudinal tapes which are of a total duration of 3 hours. This procedure ensures that the index numbers of special utterances in the appendix are not confounded with those of regular utterances in the file itself. The RESPONSE INDEX NUMBER of special utterances in the appendix is the original index number of the utterance they had responded to.

The following is an example of a line in the file and in the appendix:

File:	More?	1937		YQ-DCC-O	1935
Appendix:	More.	5937	?	RP--RCN-O	1935

Part 10. Glossary and index of interchange codes.
Page numbers refer to definitions in Parts 2, 4 and 5.

AEA Initiate ending of activity 13, 25, 67-8
AEU Initiate ending of sub-unit of activity 13, 25, 69
AFH Ask for help 11, 29, 58-9
AMH Allocate next move to H 11, 26, 52
AMS Allocate next move to S 11, 26, 52
ARH Offer role to H 9, 26, 53
ARS Demand role for S 9, 26, 53
CAL Call H 7, 24, 34
CFA Call H from afar 6, 24, 31
CMO Comfort 14, 21, 71
DCA Demand, clarify nonverbal communication 14, 24, 72
DCC Demand clarification of utterance 14, 24, 72
DHA Direct H's attention 8, 25, 39
DHS Discuss H's thoughts and feelings 8, 23, 43
DJF Discuss a joint focus of attention 8,23, 39
DNP Discuss the non-present 8, 23, 42-3
DRE Discuss a recent event 8, 23, 41
DSS Discuss S's thoughts and feelings 8,23, 44
DTS Demand turn for S 11, 26, 53
EHP Evaluate H's acts 12, 23, 65
ESP Evaluate S's acts 12, 24, 65
GMO Greet on meeting 6, 21, 31
GNO Wish a good night 6, 22, 32
GPO Greet on parting 6, 21, 32
ICS Request to "come and start" new activity 7&9, 27, 50-1
IOQ Question H's wishes for a new activity 9, 27, 46
IPA Propose a new activity 9, 27, 46-8
-IPA Prevent initiation of activity 13, 28, 66-7
IPM Propose to perform move of new activity 9, 28, 49-50
IPR Propose a preparatory move 9, 28, 48-9
LTT Temporary leave-taking 6, 27, 32
-LTT Prevent leave-taking 6, 27, 33

MAZ Apologize 14, 22, 70
MCA Mark completion of action 13, 22, 69
MCN Congratulate 13, 22, 70
MCP Mark co-presence 6, 21, 31
MEB Mark the swallowing of food 14, 22, 70
MEE Mark effort 14, 22, 70
MEF Mark the fall of object 14, 22, 70
MEH Mark Hearer's falling 14, 22, 71
MHP Make H pause in action 12, 21, 62
MNC Mark new clothes 13, 22, 70
MOR Negotiate addition of a recursive act 10, 20, 56
MPG Politely wish a good appetite 13, 22, 70
MPS Politely bless upon sneezing 13, 22,70
MTK Thank 13, 22, 70
OHH Offer to help H 12, 29, 64
OTH Offer turn to H 11, 26, 52
OTT Allocate turn to third person 11, 26,52
PRO Perform verbal moves in an activity 10, 19, 27
PSS Negotiate possession of objects 8, 23, 45
RBR Repair break in joint attention 7, 27, 35
RCN Negotiate continuation of an activity 7&10, 27, 35-7
RHA Regulate H's actions 11, 28, 59-60
-RHA Stop or prevent H's actions 12, 26, 61-2
RNF Negotiate a new focus of activity 10, 25, 56
RRC Negotiate role change 10, 28, 56
RRP Negotiate repetition of sub-unit 10, 28, 55-6
RSA Regulate S's actions 12, 29, 63
RTT Set up rules of turn-taking 10, 21, 54
SAT Show attentiveness 7, 19, 34
VCO Word babble, nonfunctional 14, 24, 73
WFI Withdraw from interaction 7, 24, 38
XXX Idiosyncratic words 14, 24, 73

Part 11. Glossary and index of verbal acts.
Full definitions are found in Part 3, pp.15-6. Page numbers refer to codes' first appearance in Part 5.

AA Answer in the affirmative to yes/no question 32
AB Approve of appropriate behaviour 65
AC Answer calls 31
AD Agree to do 31
AL Agree to do for the last time 55
AN Answer in the negative to yes/no question 32
AP Agree with proposition 40

CL Call attention 31
CM Commiserate 71
CN Count 40
CR Criticize 65
CS Counter-suggestion 36
CT Correct 41
CX Complete text if so demanded 41

DC Declare 45
DP Declare (phantasy) 39
DR Dare = challenge hearer 46
DS Disapprove, scold, protest 33
DW Disagree with proposition 41

EC Elicit completion of word or sentence. 39
ED Exclaim in disapproval 33
EI Elicit imitation by command 41
EM Exclaim in distress, pain 44
EN Endearment 44
ES Exclaim in surprise 40
ET Exclaim in enthusiasm 40
EX Elicit completion of text 41

FP Ask for permission 32

GI Give in 32

MK Mark occurrence of event 31
MU Model utterance 41

NA Non-satisfying answer to question 41
ND Disagree with a declaration 41

PA Permit hearer to perform act 32
PD Promise 31
PF Prohibit/forbid hearer to perform act 32
PM Praise for motor act 65
PR Perform verbal move in game 57
PT Polite response to thanking 70

QA Answer a question with a wh-question 40
QN Ask a wh-question or request to answer one 31

RA Refuse to answer 41
RD Refuse to do 31
RP Request/propose/suggest action 31
RQ Yes/no question about hearer's wishes 32
RR Request to repeat utterance 72
RT Repeat/imitate other's utterance 39

SA Answer a wh-question by a statement 36
SC Complete utterance when requested 40
SF Speak for inanimate objects 57
SI State intent to act 31
SS Signal to start 59
ST State 31

TD Threaten to do 47
TO Mark transfer of object to hearer 39
TQ Two-alternative yes/no question 35

VC Word babble 41

WD Warn of danger 60
WS Express a wish 44

XA Exhibit attentiveness to hearer 34
XX Idiosyncratic words 41

YA Answer a question with a yes/no question 40
YD Agree to a declaration 40
YQ Yes/no question or request to answer one 40